Mission Statement: Eastfield College English faculty members 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.

Course dates: Course begins Monday, January 29, 2018       Course ends—Wednesday, May 9, 2018

Instructor: Elizabeth Huston, Ph.D.

Office: C-230            Email: ElizabethHuston@dcccd.edu

Office Hours: Mondays, Wednesday 11:15—12:15 p.m.       Friday 9:00—10:00 a.m.

COURSE DESCRIPTION: English 1302: Composition II (3 credit hours)
Course Prerequisites
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. Approval Number: 23.1301.51 12

REQUIRED TEXTBOOK:

STUDENT LEARNING OUTCOMES FOR HONORS COURSES:
1. Students will develop effective written communication skills (including the ability to make effective use of the information and ideas they learn).
2. Students will develop effective oral communication skills (while recognizing that not all students are comfortable talking in class).
3. Students will develop the ability to analyze and synthesize a broad range of materials.
4. Students will develop an understanding of how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and/or students will understand how creative artists approach the creative process and produce an original work.
5. Students will become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an idea, while considering the consequences of their ideas, for themselves, for others and for society.
ENGL 1302 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 style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

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.

All assignments and activities in this English 1302 course are designed to help students achieve these learning outcomes and core objectives.

ASSIGNMENTS:
Daily In-class Activities
Commonplace Book—turned in three times during the semester
One Précis
Two formal essays of argument
One timed essay of argument
One Research Paper Project including Library Research Activity, Proposal and Claim Statement Assignment, Preliminary Works Cited list
One Authentic Assessment

WRITING EXPECTATIONS: Following the English 1301 student learning outcomes and the English pathway outcomes, students will compose academic prose that demonstrates clear purpose, logical organization, and relevant support through evaluation and synthesis. Students are expected to establish and maintain a clear, controlling idea that serves as a thesis statement in each essay. In addition, students are expected to revise, edit, and proofread all written assignments for grammatical accuracy and for the appropriate use of MLA style for manuscript formatting, in-text citations, and works cited documentation.

FINANCIAL AID STUDENTS: If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT of 1974 (FERPA): In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone
numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ACADEMIC HONESTY AND PLAGIARISM: 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 (writing any course assignment with another person and claiming the document solely as your own).

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:

Code of Student Conduct  https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/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 receive 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 an author’s sentences, words, or ideas. For such an offense, a student will receive a zero on the assignment and can receive an “F” for the course. Please note that this includes reusing a part or a whole essay that you have written for another course, previous English courses included.

You cannot mix an 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. An 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.

If you summarize, paraphrase, or quote directly from an author, you must use the appropriate documentation and because the “idea(s)” still belong to the author. **Appropriate documentation means presenting an MLA parenthetical in-text citation for each use of a source and the presentation of cited sources a list of Works Cited where sources must be documented appropriately according to MLA guidelines.** Simply offering an a title or a URL is not appropriate. Again, failure to document resources used in your writing will result in a finding of plagiarism and a zero on the assignment.

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:

Code of Student Conduct  https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm
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 Friday, February 9, 2018.

WITHDRAW POLICY 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 Tuesday, April 17, 2018. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

COURSE POINT SYSTEM—Assignments will be evaluated using the following point values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Assignment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Individual Essay Assignments (Essays 1-3) (Values = E1 = 115, E2 = 125; E3 = 100 points)</td>
<td>340</td>
</tr>
<tr>
<td>One Research Paper Project</td>
<td>230</td>
</tr>
<tr>
<td>One Authentic Assessment</td>
<td>150</td>
</tr>
<tr>
<td>Research and Documentation activities (Library Research Activities, Proposal and Claim Statement Assignment, Preliminary Works Cited list)</td>
<td>140</td>
</tr>
<tr>
<td>Learning activities (note—no makeups)—common place book (60 points), 2 presentations (60), other (20)</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total Course Points Available</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essays 1 = 115</th>
<th>Essays 2 and 3 = 125</th>
<th>Research Project = 230</th>
</tr>
</thead>
<tbody>
<tr>
<td>103—115 A</td>
<td>112—125 A</td>
<td>207—230 A</td>
</tr>
<tr>
<td>92—102 B</td>
<td>100—111 B</td>
<td>184—206 B</td>
</tr>
<tr>
<td>80—91 C</td>
<td>87—99 C</td>
<td>161—183 C</td>
</tr>
<tr>
<td>69—79 D</td>
<td>75—86 D</td>
<td>138—160 D</td>
</tr>
<tr>
<td>68 or below F</td>
<td>74 or below F</td>
<td>137 or below F</td>
</tr>
</tbody>
</table>
COURSE GRADE

<table>
<thead>
<tr>
<th>Semester grades</th>
<th>Letter</th>
<th></th>
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<tbody>
<tr>
<td>900—1000</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>800—899</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>700—799</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>600—699</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>0—599</td>
<td>F</td>
<td></td>
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</tbody>
</table>

Nonattendance (N) is given to students who do not attend class after the official drop date yet remain registered in the course. The N designation is a DCCCD grade that will affect the student’s ability to receive financial aid after the drop date. (Note: to indicate attendance in an online course, students must show participation by logging on to eCampus, by completing assignments by designated deadlines, and by contacting the instructor.)

TURNING IN ASSIGNMENTS POLICY:

All essay assignments must be turned in the following two ways—

1) as an uploaded MS Word or RTF document through the eCampus portal designated for the specific assignment—except when otherwise indicated.

2) as a print copy at the designated due date and time (either at the beginning of class or at the end as noted in the course schedule)—unless when otherwise indicated.

NOTE: Essays not turned in both ways will not be graded, and a zero/0 will be added for the assignment in the Grade Center. In addition, do not email essays to the professor. Final drafts submitted through email will be deleted and the assignment will be given a zero/0.

LATE ASSIGNMENT POLICY: Deadlines are a part of the professional world and of life. Students must be timely in turning in their essays and in complete all other assignments or quizzes. Therefore, late assignments (essays, other assignments, or quizzes) will not be accepted. If you are having trouble with an assignment or are experiencing another problem, please notify Dr. Huston as soon as possible and before the due date so that we can make other arrangements.

Please note that turning the essay in online only does not count as an on-time assignment. The essay MUST be turned in both ways—uploaded to the assignment portal and in print by the due date/time.

All in-class activities and other assignments: There are no make ups. All missing assignments will receive a zero.

NOTE: Out of respect for all of the students in this class, Dr. Huston follows these guidelines carefully in order to treat all students the same. So please, do not request exceptions to these guidelines or to penalties.

EXTRA CREDIT: This course has ample materials for students to learn and to earn a fair grade. To be successful, students need to follow directions, to work through assigned materials and to turn in assignments on time. Therefore, extra credit assignments are not necessary for successful completion of this course. Please, do not ask for extra credit assignments. If an opportunity arises for extra credit, Dr. Huston will let the class know.
ATTENDANCE: Please note that because this is an Honors course, students need to take ownership of their learning and to be responsible for attending the course. Dr. Huston will take class roll.

NOTE: Students who come into class late, please come in quietly if the class is having a discussion or a lecture. Please sit at the nearest available seat to minimize everyone’s distraction.

CLASSROOM ENVIRONMENT: Students college courses are expected to behave like adults with professionalism and courtesy to the professor and to all their fellow course students. Therefore, students are required to follow the DCCCD Code of Student Conduct https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm

In addition, students in this English 1301 class will be expected to behave appropriately as follows:

➢ avoid excessive talking during class lectures or when class members are offering ideas.
➢ be respectful of the professor and the other class members at all times.
➢ use appropriate, academic language in all class discussions (no abusive or colloquial language).

Computer Use: Students may use the class computers for all English 1301 assignments and activities. However, these computers may not be used for personal use of any kind.

Electronic Devices in Class—Students may use iPhones, Androids, or iPads in class for textbooks or for specified class activities ONLY. Because this class has computers, students do not need to bring their laptops. However, you may use your laptop if you wish. But note that students may not print from laptops.

ACCESSIBILITY TO eCAMPUS COURSE SITE: All courses at Eastfield College have corresponding online course sites, known as eCampus. These sites use the Blackboard learning management system for eCampus course sites. The following URL link provides information regarding accessibility to the Blackboard system. Here is a link to Blackboard's Accessibility statement: The Blackboard System’s Accessibility Statement http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)
The following URL link provides access to all students’ FERPA rights: FERPA https://www.eastfieldcollege.edu/pages/privacysecurity.aspx#ferpa

INSTITUTIONAL POLICIES: Institutional Policies relating to this course can be accessed from the following link: Institutional Policies URL link: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx

Note: The instructor reserves the right to amend this syllabus and the course schedule at any time during the semester as necessary.
### Course Schedule

**Theme: Grappling with Identity**

Reading assignments listed here are either from handouts, from links, handouts, and *MLA Handbook*, 8th ed.

#### Course Orientation and Overviews

**Monday, January 29—Wednesday, January 31**

<table>
<thead>
<tr>
<th>Class Activities:</th>
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</thead>
<tbody>
<tr>
<td>course overview—discuss syllabus, schedule, eCampus, and course expectations</td>
</tr>
<tr>
<td>introduction to argumentation</td>
</tr>
<tr>
<td>discuss and sign up for brief presentations,</td>
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</tbody>
</table>

**Reading Assignment:**

| an overview to Argumentation—links and handouts |

#### Part 1: Overview—The Classic Argument and Arguments of Definition

**What Does Identity Really Mean?**

**Friday, February 2—Wednesday, February 14**

<table>
<thead>
<tr>
<th>Class Activities:</th>
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</thead>
<tbody>
<tr>
<td>presentations</td>
</tr>
<tr>
<td>discuss arguments of definition</td>
</tr>
<tr>
<td>discuss Essay 1 assignment</td>
</tr>
<tr>
<td>discuss reading assignments</td>
</tr>
<tr>
<td>class activities—thinking through kairotic reasoning</td>
</tr>
<tr>
<td>writing claims supported by reasons</td>
</tr>
<tr>
<td>Essay 1 workshop—MLA overview; resources</td>
</tr>
</tbody>
</table>

**Reading Assignment:**

| handout on the classical argument: a claim supported by reasons |
| arguments of definition information |
| PowerPoint on Kairos |


**Writing Assignment:** Essay 1—an argument of definition—read and follow carefully the guidelines given in the assignment sheet. Due Monday, February 12, at the end of class.
Part 2: Arguing the Past
How Does the Past Shape Identity?
Friday, February 16—Wednesday, February 28

Class Activities:
— discuss reading assignments
— discuss Toulmin model of argumentation
— in class activities—text analysis
— discuss reading assignments
— in class activities
— discuss Essay 2

Reading Assignment:
— information on Toulmin model
— link or handouts on arguing the past
— continue discuss reading assignments as needed
— Essay 2 workshop—incorporating in-text citations—bring MLA Handbook
— handout on forensic arguments
— handout or link on Finding and Evaluating Sources


Writing Assignment: Essay 2—Argument about the Past—due Wednesday, February 28, at the end of class

Part 3: The Research Paper Project
Monday, March 5—Monday, April 9

NOTE: On these dates, Eastfield College will be closed:

Monday, March 12, through Friday, March 16—Spring Break
Friday, March 30—Spring Holiday

The Research Project is a lengthy assignment that will involve a process of invention, research, and composition leads to the result of turning in the final draft of this assignment. During this time, class discussions and activities will focus explicitly on determining a topic, selecting appropriate sources for support, strategizing and organizing the argument, and documenting outside sources with the 8th edition of MLA style.

Class Activities: Establishing an Understanding of Causal Arguments
— discuss reading assignments
— discuss academic research
— discuss Stasis Theory

Reading Assignment:
— Handout or link on appropriate methods for incorporating sources into your essays
— MLA Handbook: specific pages/sections will be announced during class
Class Activities: The Research Paper Project

- discuss purpose of, procedures for, and approaches to Research Project
- workshop on selecting a topic
- prepare and submit a clear claim and proposal for the project
- library research activities
- MLA workshops
- prepare the Works Cited list

Writing Assignment: Research Paper Project—due date Friday, April 6

**Research Paper Activities, Due Dates, and Points**—other due dates will be indicated on the **Research paper assignment sheet**:

- Proposal and claim statement—(30 points)
- Research Activities (50 points)
- Preliminary Works Cited list—(60 points)
- Research Essay Final draft (essay with Works Cited (230 points))
  (Note: The Works Cited list is part of the Research Essay document.)
- Research Paper Audience Analysis—due Friday, April 6, with the Research Paper.

<table>
<thead>
<tr>
<th>Part 4: Authentic Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Wednesday, April 11—Wednesday, April 25</strong></td>
</tr>
</tbody>
</table>

Class Activities:

- discuss authentic assessment project
- discuss arguing proposed solutions
- discuss making a logical and convincing presentation
- research activities
- workshops for authentic assessments

**Authentic Assessment Assignment:**

- Description—Students will work individually or in small groups to form an authentic presentation that offers a solution to a modern issue. This presentation may be a multimedia or a digital presentation.

- Required—turn in a Works Cited list including all research used for the presentation.
  Due date—Wednesday, April 25, at the beginning of class.

**Presentation dates:** Monday, April 23, and Wednesday, April 25

**Note:** The authentic assessment project requires students not only to present their arguments, but also to participate in evaluations of their peers’ presentations. **Attendance is required.** Those who are absent on during authentic assessment presentations will receive either partial credit or a zero/0 for the whole assignment.
Part 5: Arguments of Evaluation
Friday, April 27—Tuesday, May 8

Reading Assignment:
— Handout on writing arguments about literature
— Read/view the PowerPoint presentation, The Elements of Fiction
— Read assigned short stories--located in the Short Stories folder in the course eCampus site

Class Activities
— overview on writing arguments of evaluation
— discuss the Elements of Fiction
— discuss short stories as time permits
— discuss writing arguments about fiction
— discuss Essay 3—Timed Writing Assignment

Writing Assignments: Essay 3—Timed Writing Assignment—an Argument of Evaluation.
This assignment will be written on eCampus.
Availability dates are Friday, May 4 (after class), through Tuesday May 8, 12:00 p.m. (NOON)

Note that this assignment is written in the eCampus portal.
— Students may enter the portal once through the Respondus Lockdown Browser.
— Students may not prewrite the essay and paste it into the portal.
— Students may not upload an essay as the response.