English Instructor: Dr. Shazia Ali
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Phone: (972) 391-1067
Email: shazia.ali@dcccd.edu

History Instructor: Prof. Kat Reguero
Office: G212
Phone: (972) 860-7678
Email: katherinereguero@dcccd.edu

OFFICE HOURS:
MTW 8:30 – 9:30 a.m.
And by appointment

OFFICE HOURS:
MW 11:00-1:00pm and TTh 10:00-NOON
And by appointment

Textbook:
Both English and History textbooks for this course are free and available within eCampus.

Course Description:

ENGL 1302: Composition II
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.)

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:
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 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** - 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.

English 1302 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.

English 1302 students demonstrate **Teamwork** through peer editing and peer review of 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.

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.

**HIST 1302**
We will survey the history of the United States from 1877 to the present and will focus on the development of American society in the 20th century; the response the urban-industrial environment, the United States as a world power, and post World War II society. We will focus on the major events, movements and issues of this time.

**Prerequisite:** One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

**Student Learning Outcomes**
Upon successful completion of this course, students will:
1. Create an argument through the use of historical evidence
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.
Core Objectives: HIST 1302 develops the following Core Objectives:
Critical Thinking
Communication
Social Responsibility
Personal Responsibility

WRITING EXPECTATIONS: Students will compose essays that adhere to grammatical and stylistic standards of academic American English and that follow Modern Language Association (MLA) style. Essays will need to adhere to stylistic, topic, and length requirements designated for each assignment. Essays will be graded according to students’ ability to follow specific assignment guidelines, grammatical instruction, and MLA style requirements.

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, student “Responsibility”) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment with no rewrites allowed.
- 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.

The student will NOT be awarded the opportunity for a rewrite on a plagiarized assignment.

“W” DATE: Check the Academic Calendar for last day to drop in the course. Failure to officially withdraw from this course by this date will result in a performance grade being assigned, and usually this grade is an F or an N.

Last day to drop this course with a “W” is 11/29/2019

COURSE/ASSIGNMENTS GRADES

Following is the Grading Scale for this course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 History Exams @ 100 points each</td>
<td>200 Points</td>
</tr>
<tr>
<td>5 Discussion Boards @ 20 points each</td>
<td>100 Points</td>
</tr>
<tr>
<td>4 Unit IDs @ 25 points each</td>
<td>100 Points</td>
</tr>
<tr>
<td>Project:</td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td>200 Points</td>
</tr>
<tr>
<td>Essay</td>
<td>100 Points</td>
</tr>
<tr>
<td>Research Paper:</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50 Points</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>25 Points</td>
</tr>
<tr>
<td>Peer Review</td>
<td>25 Points</td>
</tr>
</tbody>
</table>
Final Draft ---------------------------------------------------------------- 100 Points
4 Reflection Papers @ 25 each -------------------------------------- 100 Points

Total Points Possible --------------------------------------------- 1000 Points

***Note*** You cannot pass one course without passing the other, no matter how many points you accumulate. You must pass both components to receive credit for both classes.

**Regarding Late Assignments:** Deadlines are a part of the professional world and of life. Therefore, there will be NO LATE ASSIGNMENTS ACCEPTED at all during the course of the semester. If you have had a valid emergency then please provide us with documentation and we will consider your case. **Once again, please take note, late assignments will not be graded and/or accepted.**

**ATTENDANCE:** Since this is an online class I will not be taking attendance. But I will be checking from my end how often you are logging into the class and your timely work will constitute towards good attendance.

**ONLINE CLASSROOM ENVIRONMENT:** The academic environment is a serious one and is not a “party” atmosphere. Students in this class are expected to behave with decorum and courtesy to the professor and to all their fellow course students. **Bad behavior will not be tolerated.** Students who choose to behave inappropriately will be taken out of the online class and may not return until they have met with the professors to discuss inappropriate behavior and methods for improving behavior. In addition, students exhibiting inappropriate behavior may be asked to drop the class.

**INSTITUTIONAL POLICIES**

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

Fall Semester 2019
Course Schedule

10/22 Classes Begin
11/29 Last Day to Drop with a “W”
12/09 Last Day of Classes

**All assignments will be due by 11.59 p.m. of the due date**

<table>
<thead>
<tr>
<th>Day</th>
<th>DUE Date</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Friday Week 1 | Oct 25   | Ice-Breaker, DB 1, Reflection Paper 1  
Begin working on Project               |
| Friday Week 2 | Nov 1    | Unit ID 1  
Reflection Paper 2  
Continue working on Project and Research Paper |
| Friday Week 3 | Nov 8    | DB 2, Reflection Paper 3  
Continue working on Project and Research Paper |
| Friday Week 4 | Nov 15   | Unit ID 2, Exam 1  
Reflection Paper 4                 |
| Friday Week 5 | Nov 22   | DB 3  
Annotated Bibliography of Research Paper  
Rough Draft of Research Paper |
| Friday Week 6 | Nov 29   | Unit ID 3  
Peer Review  
Continue working on Project |
| Friday Week 7 | Dec 6    | DB 4, Unit ID 4  
Final Draft of Research Paper |
| Monday Week 8 | Dec 9    | DB 5  
Project (Video & Essay)  
Exam 2  
Class ends on MONDAY |

*** All work can be completed before the due dates listed on the calendar.
****The Instructor reserves the right to amend the above syllabus as needed.