English 1302-61022 (1214354) - Composition II
Fall 2019

Instructor: Mary Ann Taylor
Location: W272A
Phone: 214-860-8783 (division office, emergency only)
Division: Arts and Communications Division
E39
E-mail: mat6420@dcccd.edu
Fax: 214-860-8755
Class Meeting Times: Tuesday/Thursday 11:00 a.m.-12:20 p.m.
Credit Hours: Three (3)

CERTIFICATION:
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. The certification date for this course is September 9, 2019. 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.

Course Prerequisites: English 1301 and TASP/Alternative Assessment Standard in Reading and Writing must be met.

Required Materials:
• A theater ticket to a professional/semi-professional play
• USB storage device

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

• Students will be able to produce a research paper that follows MLA guidelines.
• Students will be able to plan, organize, and submit a complete research paper that supports a persuasive thesis.
• Students will be able to incorporate sufficient reliable college-level research information gathered from the library-based sources; other appropriate research sources may be used in this assignment.
• Students will be able to select reliable, up-to-date, and subject relevant research from a diversity of sources.

Intellectual Competencies: English 1302 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1. Reading—the ability to analyze and interpret a variety of printed materials, books, documents, and articles (above 12th grade level).
2. Writing—the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience (above 12th grade level).
3. Critical Thinking—think and analyze at a critical level.
4. Computer Literacy—understand our technological society, use computer based technology in communication, solving problems, acquiring information.

Exemplary Educational Objectives: English 1302, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the description of exposition and argument.
6. To develop the ability to research and write a documented paper and/or give an oral presentation. (This objective is met in 1302 only.)
NOTE: Students will vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, participate enthusiastically in class discussions, and meet all other course expectations of you as a student.

Attendance Policy:
All class sessions are important for the successful completion of this course. Absences will affect your final grade. Assignment omissions and/or late assignments will affect your grade not because of points deducted but because you will have missed the material. Relying on a classmate for assignments and class content is risky; I am readily available via email. The reasons for missing class vary, and I can respect that. Regardless of the reason, however, you will need to seek my assistance. Keep in contact by letting me know as soon as you can about your absence so that I can make sure you have the assignments.

Evaluation Procedures:
You will be evaluated based upon the quality of your writing and critical thinking ability:

- Writing sample and grammar diagnostic………………No grades recorded
- Essays on short fiction, poetry and drama (3)…………………45%
- Exams on poetry, drama, and short fiction (3)………………15%
- Daily Work (quizzes, exercises, and so on)…………………10%
- Documented Research Paper (personal interest topic)………30%

Total: 100%

While the diagnostics grades are not recorded, both are required before any papers can be submitted. Both must receive a passing score to fulfill the requirement.

The Daily Work cumulative will be made up of reading quizzes, class work that is graded for points, and other information projects. If points are given in class, they cannot be made up. Ask for a substitute for points.

Grading Scale (Based on overall percentage)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 to 100</td>
<td>A</td>
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<tr>
<td>80 to 89</td>
<td>B</td>
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<tr>
<td>70 to 79</td>
<td>C</td>
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<tr>
<td>60 to 69</td>
<td>D</td>
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<tr>
<td>0 to 59</td>
<td>F*</td>
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</tbody>
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*An F will also result from plagiarism. See below in the Academic Honesty section for details on a training exercise on plagiarism which must be completed before any essays are graded. Completion of the exercise generates a certificate that you must turn in before submitting a paper.
Other grades are also available. An Incomplete (I) is a contract made between student and teacher in which the student has had extenuating circumstances for which an extension of time will allow finishing work. This is not casually done. There must be a compelling reason to enter into the contract, which must be approved by the dean of the COSS division. A WX can be given under similar circumstances. The student must present a case for retaking the class with no penalty when it is not possible to drop the class. Both are available but must be made during a conference with the instructor. Default grades for both are usually F’s if the student does not complete the contract or does not enroll in the next semester, which is required for the I or the WX, respectively. Otherwise, once the semester has ended, no new work can be submitted. Requirements for high school students are different regarding these options, however, and must be discussed with your high school counselor before requesting one in this class.

EXPLANATION OF GRADING SYSTEM

A (Excellent: 90-100) The A paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the A paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the A paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

· B (Above Average: 80-89) The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The B paper’s relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer’s mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the B paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

· C (Average: 70-79) The C paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its content/focus is general, commonplace, or trivial, or not adequately related to the assignment; its development is vague, incomplete, or inconsistent; its
organization lacks adequate or appropriate transitions or relation of ideas. The C paper, in addition to meeting all the requirements of the assignment, exhibits a writing style that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a C paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the C paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

· **D (Below Average: 60-69)** The D paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

NB: A paper exhibiting major weaknesses in any specific area—content, development, organization, grammar and mechanics, documentation conventions, writing style—or, indeed, a failure to address the assignment is usually considered, at best, a D paper.

· **F ( Unsatisfactory: 0-59)** As writing that falls below minimal standards for college-level literacy, the F paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern. A paper can earn a zero if it does not address the assigned topic or if directions have been either ignored or not followed.

· **0 (Plagiarism/Cheating)** A paper should earn the grade zero if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s).

For a complete listing of MVC and DCCCD policies, refer to [http://www.tasb.org/policy/pol/private/057501/](http://www.tasb.org/policy/pol/private/057501/). The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

**Institutional Policies:**

**Academic Honesty (Plagiarism):**
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. **Students who engage in academic dishonesty will receive an “F” in the course and possibly expulsion from the college.** Before the first paper is submitted, the student must complete and pass a training exercise on plagiarism.

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/catalog/GeneralInfo/CollegePolicies/code.cfm?loc=econ.

**Plagiarism Certificate:**
Please go to the following link https://www.indiana.edu/~istd/definition.html and read carefully. (This is a requirement.)
1. Definition of Plagiarism
2. How to Recognize Plagiarism
3. Examples of Plagiarism

When you have completed reading and studying the website’s information on plagiarism, please go to this link: https://www.indiana.edu/~istd/test.html to take the test on plagiarism. You will take the test for Non-Indiana University students (the first test available).

If you do not pass the test, go to this link for practice identifying plagiarism with feedback: https://www.indiana.edu/~istd/practice.html.

Once you have completed the test successfully, print two copies of your plagiarism certificate, sign one copy and turn in with your first paper as documentation. You will only be able to print the certificate if you answer all the questions correctly. I will keep this certificate on file during the semester as a record of your agreement with my standard for what constitutes plagiarism.

**I will not grade any of your essays or your research paper without the certificate.**

**Withdrawal Policy**
LAST DAY TO DROP WITH A GRADE OF “W”

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 November 14, 2019. 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, BUT SEE ME BEFORE YOU DROP. LET’S TALK!

**STOP BEFORE YOU DROP**
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Reasons for dropping are listed in the link. Please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/catalog/GeneralInfo/GradesTranscripts/dw.cfm?loc=econ

Repeating This Course:
Effective beginning Fall Semester 2015, the Dallas County Community Colleges began charging a higher rate of tuition to students registering the third or subsequent time for a course. This means that dropping a course has serious implications. More information is available at: https://www1.dcccd.edu/catalog/GeneralInfo/GradesTranscripts/third_attempt.cfm?loc=econ

The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ADA Statement:
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office (W145) at 214-860-8691.

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus as necessary.

Classroom Policies:
• Respect is the basis for intelligent discussion.
• Preparation is the basis for personal success.
• No food or drinks other than bottled water in class.
• No texting in class.
• No use of phone. If you have a reason that someone must be able to reach you, set your phone to vibrate and leave class if you have an emergency. Advise me if this is your need when the semester begins.
• No headphones/earbuds in class.
• No use of personal computers of any kind to access the net while in class unless needed for a project assigned for this class only.
• Tests will be taken in the Testing Center with any exceptions announced ahead of time.
• All papers are subject to screening for plagiarism. Keep a copy of all papers on a memory device.
• This is a face-to-face class. Do not expect to miss class and be eligible to take major exams or submit papers. Reasons for absences, whether legitimate or not, are not related to the attendance requirement with few exceptions. If an Incomplete or WX is not an option, then expect to withdraw if necessary. Confer first with the instructor.

Inclement Weather:
Bad weather can occur at any time during the school year. In the event of inclement weather, tune in to local television or radio stations for a report of possible closings or delays of DCCCD locations. You may also call MVC’s inclement weather hotline at 214-860-8888 or visit our college Web site – www.mountainviewcollege.edu. Mountain View College is part of the Dallas County Community College District (DCCCD) which includes seven colleges. Reports of closings may use the District (DCCCD) name instead of each individual college’s name.

For a complete listing of MVC and DCCCD policies, refer to the complete catalog: https://www1.dcccd.edu/catalog/cattoc.cfm.
COURSE READING AND WRITING SCHEDULE

This schedule is tentative and may be changed.

Fall 2019

August 27 and 29
Course Orientation
Course Procedures and Overview

September 3 and 5
Overview of Research Assignment
Approval of student topics

September 10 and 12
Discuss and practice research skills
Discuss and practice documentation skills

September 17 and 19
Library days

September 24 and 26
Writing days
Completion of first and second drafts

October 1 and 3
Introduction to Poetry
Voice
Figures of Speech
Imagery

October 8 and 10
Symbol, Allegory, Allusion, Myth
Form
Poetry paper discussion
Terms discussion and study guide for Test Two

Topic selection and writing days

October 15 and 17
Introduction to Short Fiction
Read and discuss:
“The Story of an Hour”
“Batrachphiles and Batrachphobes”

Test One in Testing Center
October 22 and 24
Read and discuss
“The Dead”
“Puro Amor”

October 29 and 31
Writing days
Test Two in the Testing Center

November 5 and 7
Introduction to Drama

Last Day to Withdraw: November 14

November 12 and 14
Begin King Lear

November 19 and 21
Complete and discuss King Lear
Begin A Midsummer Night’s Dream

November 26
Complete A Midsummer Night’s Dream

December 3 and 5
Discuss A Midsummer Night’s Dream
Prepare for drama test (Test Three)

December 9-12

Final Exam Days:
Drama Paper due
Drama Test