Composition II
English 1302-61506
Fall 2019
August 26 – December 11, 2019

Professor: Graeme Hind
Email: gxh0001@dcccd.edu
Office Hours: By arrangement – come see me before or after class
Meeting Days & Time: TuTh @ 6:00-7:20 PM
Room Number: W279a
Credit Hours: 3 lecture

Division: ARCO
Office Hours: 7:30 AM-4:00 PM
Office Phone: (214) 860-8783
Office Location: E40

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 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 Goals and Learning Outcomes

Course goals are linked to required Core Curriculum Intellectual Competencies, Perspectives, and Exemplary Educational Objectives as defined by the Texas Higher Education Coordinating Board. Specific core requirements are linked to the class schedule.

Students enrolled in English 1302 will continue the work of English 1301. We will focus on the study, explication and analysis of indirect communication characteristic of literary expression, in which what is said is often less important than how it is said.

What to expect from this course

- **Student-centered learning**

  Unlike school classes in college are facilitated by your professor but content and outcomes are student-centered This means you will be responsible for putting in the work both in class and at home, challenging yourself, and finding answers. The role of the professor is to guide you in the right direction through instruction, lectures, and active questioning.

- **What you will get from your professor**

  I will give 100% of my effort, knowledge and attention to each student in the class. I bring 25 years experience as a teacher and professional writer working in England, Europe, Asia and the U.S. I will deliver lectures to introduce new topics. These will be followed by student centered group and solo activities. Whole class work will feature your input where you will be pushed and challenged to develop and display understanding.

- **What you are expected to bring to this class**

  You should arrive at each class ready to learn. This means that you enter the classroom with your phone put away and on silent/vibrate. You are not permitted to use your phone during class unless instructed to do so. If you are expecting an urgent phone call or message please notify me before class and you will be permitted to discreetly step out to take the call or message.
I will begin class one minute after its scheduled start time. You should be in your seat ready to learn at this point. Arrival hereafter is considered late. Arrival 10 minutes after the class starts will be counted as absent. If absent due to excessive lateness you should stay in class and amend your timekeeping for subsequent classes. If you know that you will miss a class please notify by email ahead of time. You will still be considered absent. The only excusable absence id that supported by a doctor’s letter or similar.

This class is an ongoing series of interactions. Once I stop talking you start working – solo, in small groups and in feedback to the whole class. Get involved. English is a class of ideas. There are no good or bad ideas. There are no right or wrong answers. There are only ideas and answers that can be supported by evidence or are unsupported by evidence. Be brave – share your ideas and answers. These are the keys to success. The importance of regular, on time attendance is underscored here as your classmates will be depend on your for input to project work.

➢ **Process and Outcome**

What is your desired outcome for this class? An ‘A’ grade, am I right? In order to achieve your desired outcome focus on process. This is the step-by-step, class by class structured learning supported by homework and assignments. Follow each step, do things on time and per instructions and the outcome will take care of itself. In short, do not obsess about your grade. Show up, listen, get involved, do the work. The outcome will surely follow.

➢ **Other keys to success**

Make reminders for deadlines; Read all suggested readings; Take advantage of revision opportunities; Attend sessions at the Academic Learning Center; Meet with the professor outside of class to discuss questions and concerns regarding assignments; Promptly contact the professor regarding any difficulties that may affect classwork.

**The course ethos**

*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.

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

30% - **The Folder** – from the outset you should keep all in-class activities and homework in a folder. Work should be dated and have headers. Toward the end of the semester you will need to turn in this folder, by the same means as assignments, as a single Word document. It is evidence of the sum of your efforts throughout the course. This part of your grade will also be determined by your timely, regular attendance and contribution in class.

70% **Major Writing Assignments** - we will have four major writing contributions: Rhetorical Analysis Short Answer Response, Evaluation Extended Response, Advocacy Essay, and Informative Extended Response.

**Final Exam:** there is no final exam for this course. The study of Composition is not a memory test. You will have opportunity throughout the 16 weeks of the semester to show your learning and its growth.

**Final Grades will be given and can be interpreted as follows:**

A – 90 – 100 = Excellent
B – 80 – 89 = Good
C – 70 – 79 = Average
D – 60 – 69 - Below required standard but passing
F – 59 or below = 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.

**Academic Integrity**
Honesty in completing assignments is essential to the mission of Tarrant County College and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have adhered to the policy on scholastic dishonesty as stated in the online Student Handbook. Scholastic dishonesty is unacceptable and is not tolerated.

Scholastic dishonesty is defined as misconduct including, but not limited to, plagiarism, cheating, and collusion. a. Plagiarism is defined as presenting as one's own the ideas or writings of another without acknowledging or documenting the source(s). b. Cheating is defined as intentionally using or attempting to use unauthorized sources in exams or on other scholastic projects, as well as failing to follow instructions in such activities. c. Collusion is defined as intentionally aiding or attempting to aid another in an act of scholastic dishonesty.

There are serious consequences for academic dishonesty, whether it is intentional or unintentional. You should note that plagiarism occurs even when you have copied only a
short passage from a source, while the majority of the essay might contain your own writing and no opportunity to rewrite it. I will also give a copy of the document to the Dean of Students, and he may recommend further disciplinary action.

**Turnitin Statement**
In an effort to ensure the integrity of the academic process, The College vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at the College may use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, the individual faculty member must make that judgment. Some of the required assignments in this course may be checked for plagiarism using Turnitin.com.

**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**
All submissions of assignments are final. Each assignment will be graded, full feedback provided and general comments about all assignments will be delivered in class. Specific questions about individual feedback can be addressed to me by email or in person before or after class. You will have opportunity to write a ‘make up’ paper early in the semester. The grade for this paper can be used to make up 80% of an available grade for a paper that falls below that grade. This will be explained further in class.

**Attendance Policy:**
Punctual attendance at every class is a necessity. Arrival at 6:01PM counts as tardy. Arrival after 6:11 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.).

ESSAYS DUE:

09/16/19: Analysis of Narrative Point of View

10/10/19: Symbolism in Literature

11/07/19: Analysis of Visual Literacy

12/10/19: Analysis of Critical Thinking

This schedule is provisional and, therefore, subject to change.

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<th>Week</th>
<th>Assignment Overview</th>
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| 1    | Introduction to Course  
<p>|      | Discuss Syllabus   |</p>
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<tr>
<th>Week</th>
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| 2    | Group Activity: Words Matter – thinking outside the box  
Diagnostics – a benchmark |
| 3    | Narrative – point of view  
Achebe, “Things Fall Apart” Chapters 1, 2 and 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  
Discuss Robbins and Fadiman  
Assignment overview and questions |
| 4    | Quiz  
Symbolism in Literature – intro and discussion  
Group exercise on symbolism - Owen, “Anthem for Doomed Youth”  
Homework - “Dulce et Decorum Est” and Larkin, “Whitsun Weddings”  
PAPER DUE (Analysis of Point of View) |
| 5    | Discuss symbolism in poetry  
Homework – O’Connor, “A Good Man is Hard to Find”  
Discuss symbolism in O’Connor  
Set, outline, and discuss assignment |
| 6    | Visual literacy intro and discussion – looking at images – photography and film  
PAPER DUE (Analysis of Symbolism) |
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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** |