Term: 8-Week Course: Session1
Course: ENGL-1302-43190
Course Dates: 3/27/2019 - 5/16/2019
Class Location: L-305

Instructor: Elizabeth Huston, PhD
Phone: N/A
Email: elizabethhuston@dcccd.edu
Office & Office Hours: C-230 | MW—1:00—2:00 p.m.
Online—TR—12:00—1:00 p.m.
See Dr. Huston’s Virtual Office in eCampus
Also available through email.

A&C Division: G-Building: Room 138 | 972-860-7124

Certification Date: April 2, 2019
Course Drop Date: May 4, 2019
Disclaimer: The instructor reserves the right to amend this syllabus and the course schedule as necessary.

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:
ISBN: 9781603292627
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.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Honors SLOs</th>
<th>ENGL 1302 SLOs</th>
<th>Total Assignment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Essay</td>
<td>1</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Three Individual Essay Assignments (Essays 1-3)</td>
<td>1,3,4</td>
<td>2,3,4,5</td>
<td>340</td>
</tr>
<tr>
<td>(Values = E1 = 115, E2 = 125; E3 = 100 points)</td>
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<td></td>
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</tr>
<tr>
<td>E1 and E2 Claims</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>One Research Paper Project</td>
<td>1,3,4,5</td>
<td>1,2</td>
<td>250</td>
</tr>
<tr>
<td>One Authentic Assessment</td>
<td>1,2,3,4,5</td>
<td>1,2</td>
<td>150</td>
</tr>
<tr>
<td>RP Proposal and Claim Statement Assignment</td>
<td>1,3,5</td>
<td>2,4</td>
<td>20</td>
</tr>
<tr>
<td>Preliminary Works Cited list</td>
<td>3,4</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>MLA Quiz</td>
<td>3</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Common place book</td>
<td>1,3,4,5</td>
<td>2,3,4</td>
<td>80</td>
</tr>
<tr>
<td>Daily activities—quizzes, discussion, other</td>
<td>1,2,3,4,5</td>
<td>12,3,4,5</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Course Points Available =</strong></td>
<td></td>
<td></td>
<td><strong>1000</strong></td>
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<table>
<thead>
<tr>
<th>Essay 1 = 115</th>
<th>Essay 2 = 125</th>
<th>Essay 3 = 100</th>
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</thead>
<tbody>
<tr>
<td>104—115</td>
<td>112—125</td>
<td>90-100</td>
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<tr>
<td>92—103</td>
<td>100—111</td>
<td>80—89</td>
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<td>81—91</td>
<td>87—99</td>
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<td>69—80</td>
<td>75—86</td>
<td>60—69</td>
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<tr>
<td>68 or below</td>
<td>74 or below</td>
<td>59 or below</td>
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</table>

<table>
<thead>
<tr>
<th>Research Project = 250</th>
<th>Authentic Assessment = 150</th>
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</thead>
<tbody>
<tr>
<td>225—250</td>
<td>A</td>
</tr>
<tr>
<td>200—224</td>
<td>B</td>
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<tr>
<td>175—199</td>
<td>C</td>
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<tr>
<td>150—174</td>
<td>D</td>
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<tr>
<td>149 or below</td>
<td>F</td>
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<tr>
<td>89 or below</td>
<td>A</td>
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<td>90—104</td>
<td>B</td>
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<td>105—119</td>
<td>C</td>
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<tr>
<td>90—104</td>
<td>D</td>
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<tr>
<td>89 or below</td>
<td>F</td>
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COURSE GRADE

Semester grades will be assigned according to the following point to letter scale:

| 900—1000 | A |
| 800—899  | B |
| 700—799  | C |
| 600—699  | D |
| 0—599    | F |

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 essays and other 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 presented 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 1302 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, printers are not WiFi connected so students will not be able to 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
Reading assignments listed here are from handouts, links, or the *MLA Handbook*, 8th ed. (abbreviated *MLA*)

### Course Orientation
**Wednesday, March 27**

**Class Activities:**
- course orientation—discuss syllabus, schedule, eCampus, and course expectations
- introductions

**Reading Assignment:**
- argument overview—PowerPoint presentation in eCampus

**Writing Assignment:**
Informal essay—due Monday, April 1, at the beginning of class. NOTE: Late assignments are not accepted.

### Part 1: Overview—Overview: Rhetoric and Argumentation
**Monday, April 1**

**Monday, April 1—Class Activities:**
- begin discussing rhetoric and argumentation: classical argument, Toulmin model of argumentation
- discuss issues
- discuss the Authentic Assessment Project—due May 13 and 15
- discuss Commonplace Book and its relationship to the Authentic Assessment

**Reading Assignment:**
- arguments of definition—handout in eCampus
- handout on stasis (we will discuss this on Monday, April 8)

### Part 2: Arguments of Definition
**Wednesday, April 3—April 10**

**Wednesday, 4/3—Class Activities:**
- discuss reading assignments
- discuss arguments of definition
- discuss Essay 1 assignment

**Reading Assignment:**
- Claim statements—handout in eCampus

**Writing Assignment:**
- Essay 1 claim statement—due Monday, April 8, at the beginning of class—uploaded and print (5 points)
- Begin Essay 1: Argument of Definition—due Monday, April 15, at the beginning of class

**Monday, 4/8—Class Activities:**
- continue discussing arguments of definition—questions?
- claim statement workshop
- discuss stasis and invention

**Reading Assignment:**
- *MLA*—“Principals of MLA Style” and “The List of Works Cited,” pages 3-20
Writing Assignment:
— Essay 1: Argument of Definition—due Monday, April 15, at the beginning of class
  Note: Assignments must both be uploaded to eCampus and submitted in print. Late assignments are not accepted.
— Common Place Book check 1—Wednesday, April 10

Wednesday, April 10—Class Activities
— continue discussing stasis
— MLA manuscript formatting guidelines
— discussion and activities on documenting and citing reference sources

Reading Assignment:
— PowerPoint on Kairos
— handout on forensic arguments in eCampus
— MLA—continue “The List of Works Cited” and “In-Text Citations,” pages 21-58

Writing Assignment:
Essay 1: Argument of Definition—due Monday, April 15, at the beginning of class

| Part 2: Arguing the Past |
| Monday, April 15—April 22 |

Monday, April 15—Class Activities:
— turn in Essay 1, at the beginning of class (no stragglers, no extensions, no excuses!)
— class activities—thinking through the Kairotic moment
— discuss Forensic Arguments
— discuss Essay 2 assignment

Reading Assignment:
— MLA—Part 2: “Details of MLA Style,” pp. 61-101

Writing Assignment:
— Essay 2 claim—due Wednesday, April 17, at the beginning of class—printed and uploaded (5 points)
— Essay 2: Forensic Argument—due Monday, April 22, at the beginning of class

Wednesday, April 17—Class activities
— discuss finding and evaluating quality, academic resources
— discuss problems with Essay 2

Reading Assignment:
— causal arguments—PowerPoint presentation and link in eCampus

Writing Assignment:
— Essay 2: Forensic Argument—due Monday, April 22, at the beginning of class
The Research Project is an in-depth assignment that involves a process of invention, research, and composition. During this time, class discussions and activities will focus explicitly on causal arguments, determining a topic, selecting appropriate sources for support, strategizing and organizing the argument, and documenting outside sources with the 8th edition of MLA style.

**Monday, April 22—Class Activities**
- discuss reading assignments on causal argument
- discuss the Research Paper Project
- discuss MLA style and refine documentation and citation practices

**Reading Assignment:**
- articles on causal arguments
- *MLA—Part 2: “Details of MLA Style,”* pp. 102-16 (top of page)
- MLA—handling quotations—pages 75-91
- handout on handling quotations—in eCampus
- Logical Fallacies—handout in eCampus

**Writing Assignment:**
- Common Place Book check 2—Wednesday, April 24
- Proposal and claim statement—due Wednesday, April 24 (20 points)

**Wednesday, April 24—Monday, May 6**
- discussions and activities on logical fallacies
- workshops on MLA and MLA quiz (due by Friday, May 3)

**Writing Assignments:**

**Research Paper Activities, Due Dates, and Points**
- Proposal and claim statement—due Wednesday, April 24 (20 points)
- Preliminary Works Cited list—due Wednesday, May 1 (60 points)
- MLA Quiz—due Friday, May 3, by 12:00 p.m. (NOON) (30 points)
- Research Paper Project—(uploaded and print) due Monday, May 6 during class (250 points)
  
  Research Paper Audience Analysis—due Monday, May 6, print copy only with Research Paper (Do not upload this document in the portal)

  (Note: The Works Cited list is part of the Research Essay document.)

**Part 4: Authentic Assessment**

**All Semester—Group presentations due Monday, May 13**

**Class Activities:**
- discuss authentic assessment project on Monday, April 1
- discuss making a logical and convincing presentation
- research activities
- workshops for authentic assessments

**Writing Assignments:**
- Common Place Book check 3—Wednesday, May 1
- Common Place Book check 4—Wednesday, May 15
Authentic Assessment Assignment:

- Description—Students will work in small groups to form an authentic, multimodal presentation. A detailed assignment sheet is provided.
- Common Place Book entries will relate to the authentic assessment (4 entries @ 20 points each)
- Required submission—the AA project and a Works Cited list including all research used for the presentation. Due date—Monday, May 13, at the beginning of class
- Required assessment participation—students not only present their arguments, but they also 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.

Presentation dates: Monday, May 13, and Wednesday, May 15

<table>
<thead>
<tr>
<th>Part 5: Arguments of Evaluation</th>
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<tbody>
<tr>
<td>Monday, May 6—Tuesday, May 14</td>
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</tbody>
</table>

Monday, May 6—Class Activities

- Finishing touches and turn in Research Paper Projects and Audience Analysis
- Begin discussing Arguments of Evaluation

Reading Assignment:

- handout on writing arguments of evaluation and literary analysis
- read/view the PowerPoint presentation, The Elements of Fiction
- read assigned short stories—located in the Short Stories folder in the course eCampus site

Wednesday, May 8—Class Activities

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

Writing Assignments: Essay 3—Timed Writing Assignment—an Argument of Evaluation. This assignment will be written entirely on eCampus.

Availability dates—Thursday, May 9, through Tuesday, May 14, by 11:59 p.m.

- 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.