ENGL 1302 – Composition II

INSTRUCTOR INFORMATION
Instructor: CHRISTEL WOODS
Office: ACCESS CENTER
Hours: 9:00A-9:30A
Phone:
Email:CWOODS@DCCCD.EDU

COURSE INFORMATION
Section: 83006
Days/Times: M-TH 9:40-11:40A
Room: WH-281
Term: SU II

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.

DCCCD Catalog Information
ENGL 1302 - Composition 2 (3 Lec.)
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD. Prerequisite: English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing. Coordinating Board Academic Approval Number 2313015112.

ENGL 1302 Learning Outcomes
Upon successful completion of this course, students will complete the following:
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.)
TEXTS AND MATERIALS

Required Texts

Course Materials
Supplemental reading assignments will be posted to E-campus.

ASSIGNMENTS

This is a research class. This means that in class we will have guided reading and quizzes which reflect the topics we are covering. Outside of class, the reading will continue but will be unsupervised. Students should expect to have a reading quiz after each reading.

There are THREE major papers that are required for this course. Students must write to the full-page requirement in order to pass each required major essay. Papers that are written under the required page limit will receive half the potential grade from a 100-point scale. For example: If a paper required for pages and the students writes two pages, then the grade for that assignment will be a 50%.

The major papers are: **The Proposal, Annotated Bibliography, Mapping the Issue, and a Presentation** at the end of the semester. Each paper will vary in length. Peer Reviews and Workshops that are associated with this paper will have separate grades. We will have in class reading assignments along with homework assignments that will be uploaded to blackboard. Every major paper and homework assignment will need to be uploaded to blackboard. All assignments are due to blackboard at 8am on the specified date.

**Peer Reviews- will be done in class.** Depending on the time constraints of the class we will try to do peer reviews in class OR in a computer lab. If you have a personal computer you may bring your own to class. Peer reviews will be turned in at the end of that same class. There are no makeup for P.R.’s, absences are otherwise. *if a student is absent on the day of a peer review it is STRONGLY encouraged that the student visit the ENGLISH CORNER. Additional points will be given for those students who visit the ENGLISH CORNER FOR EACH WRITING ASSIGNMENT.*

1. **All papers must be typed or produced using electronic word processing.** Name, Course, Time and Day typed in the upper LEFT hand corner of the page. Put your last name similarly on the upper right hand corner of the following pages.

2. Papers longer than one page should be stapled together. Please don’t fold the corners of the pages. If you forget a paper clip or staple, do nothing. Simply hand in the paper in correct page order.
3. If you are printing from a computer or word processor, make sure to use a fresh ribbon or fresh toner.

4. Papers must be double-spaced. Use Times New Roman and use 12 point size.

5. USE spell check!

7. There is no need for a cover sheet. That’s nonsense.

6. Take some pride in your work; turn in a neat, clean paper.

(Failure to adhere to any or all of the above guidelines may result in my not accepting the essay.)

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**GRADING AND EVALUATION**

**Grading:**

<table>
<thead>
<tr>
<th>Description / Category</th>
<th>Percentage / Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Papers (3)</td>
<td>60%</td>
</tr>
<tr>
<td>General Homework assignments and overall class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

**Grading Scale/Legend**

A = 90% to 100%
B = 80% to 89%
C = 70% to 79%
D = 60% to 69%
F = 59% or less

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**COURSE POLICIES**

**Participation**

Participation is calculated through homework, in class assignments, and attendance. Any in classroom assignments completed will receive full credit. Assignments that are not turned in due to being late or absent will result in a zero. FAILURE TO TURN IN A MAJOR ESSAY WILL RESULT IN FAILING THE CLASS. PLEASE MAKE PROVISIONS BEFORE THE DUE DATE.

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**Attendance**
Attendance is taken at the start of each class period. If a student is not present at the time of attendance the student will be marked as absence. If the student arrives after attendance has been taken, it is the student’s responsibility to ask me after class to change their Absence to a Tardy. Excused Absences: are any absences that are related to a Richland College activity hosted or sponsored by the College. Or, an excuse can be in the form of a doctor’s note. A note from the doctor must be turned in at the time the student re-enters the classroom. Student should not expect to turn in a doctor’s note at the end of the semester; this will not be acceptable

Late Policy

If a student is more than 10 minutes late to class the student will be counted as absent. If a student should come in after attendance has been taken and it has not yet passed the 10-minute mark, it is the student’s responsibility to remind me immediately after class that they came in so I may change their attendance from absence to tardy.

Classroom Etiquette

**Cell phones** MUST be INVISIBLE during class. Cell phones are not to be on your desk. For those students who need to adjust not having their cell phone as their social crutch I will excuse the 1st offence. If their phone disrupts the class, I will ask them to bring donuts for the entire class. They can either bring donuts or take the unexcused absence. Afterwards, students whose cell phone rings or vibrates loudly will lose their ATTENDANCE for that day. I will not disrupt the class and ask that student to turn off the phone. I will not acknowledge the disruption; I will simply mark the student as absent and continue with class activity.

**Earbuds** or any other listening device- students are expected to put them away once they enter class. I will regard earbuds as the cell phone policy.

**Late comers to class**- if class has already started, and I am giving lecture, please wait until I have signaled you in. If possible, please sit at the desk closest to the door as to not disturb the class.

**Laptops and other Electronic devices**- Laptops and other electronic devices such as tablets and cell phones are not permitted on regular days of lecture. However, on days of workshops and peer reviews students are encouraged to bring their laptops. Please look on the schedule of the syllabus to see when those days will be. Students who do not wish to schlep their laptop along or students who do not have a laptop, a computer will be provided for you.

Course Outline

This is a research class. This means that in class we will have guided reading and quizzes which reflect the topics we are covering. Outside of class, the reading will continue but will be unsupervised. Students should expect to have a reading quiz after each reading.

There are THREE major papers that are required for this course. Students must write to the full-page requirement in order to pass each required major essay. Papers that are written under the
required page limit will receive half the potential grade from a 100-point scale. For example: If a paper required for pages and the students writes two pages, then the grade for that assignment will be a 50%.

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**Quizzes**- quizzes will be posted to blackboard unless stated otherwise. Students should always read the assignment BEFORE taking the quiz. As a best practice, students who do not have reliable internet at home or your phone should take the quiz here on campus. Glitches, computer freezes are not an excuse. Please take my advice and take the quizzes while you are on campus.

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**Paper Extension**- every student is allowed ONE extension during the semester. This extension is only for one of the 3 Major essay assignments- the required thee.

**A student MUST request through their DCCCD email asking for an extension on their paper.** I must reply to the email granting the extension. Please give me enough time to see the email and to respond with an answer. Please do not send the email at the start of our class, I will likely not see it in time enough to respond. For example, if our class is on Tuesday at 12 noon, please do not send an email on Tuesday at 12 noon. Best practice is to send me an email the night before (Monday night) for me to see and record the extension. Students should still come to class even if they did not have a paper to turn in that day. Learning about the writing process is still happening the week of papers, such as Peer reviews and workshop.

Students will have ONE WEEK to turn in a late paper once I have given permission without any penalty.

*** If you have any questions, please come and see me.

Again, extensions may be requested up until the day of the 1st draft of the essay is due. It is vital that ALL STUDENTS participate in the workshop, editing, revising and peer editing exercises in class.
Workshops - workshops are an integral part of your learning in this class. It teaches you how to become a stronger writer as you are reading your peers work and making suggestions with their papers as well as it allows you to focus on where your strengths and or learning opportunities may lie. **Workshops are mandatory** - students will be given a grade.

**My comments vs peer reviews:** Initially, students will be given personal feedback to their essays as a guide to their paper revisions. Students should not depend on this crutch throughout the semester. With each paper, the student will receive less and less feedback as to instruct them on how to revise their paper. By the end of the term, students should be confident enough to write an argument from thesis to conclusion with a revision guide. First drafts are primarily assigned to make sure the student has started on their essay. If the student has any questions on their essay, I will always be available for questions. Lastly, if a student wants a one-on-one session so we can review their essay, students must schedule a time, during our regular office hours.

**Academic Honesty**

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 [https://alt.richlandcollege.edu/conduct].

Each student is introduced to the “What is Plagiarism?” quiz located on the English Corner’s website. Students who are caught plagiarizing will receive a zero for the assignment. I will notify the student through e-mail and advise them to come and see me during office hour; this is a requirement to move forward in the class. Makeups are not required. The student will be given one time to make up the assignment on their own merit. If the student chooses not to make up the assignment, the zero will stand. Make up assignments, and including major essays, will have a shorter time in which to write a ‘new’ assignment. The makeup assignment will be completed within 48 hours after our meeting.

**Help with Writing**

- The English Corner: Located in Bonham 228, you can receive supplemental instruction and free tutoring from qualified English instructors. No appointment is necessary. The English Corner is also a study area. Check the website for hours and more information. **Link:** [English Corner](https://alt.richlandcollege.edu/englishcorner/)
- The Writing Center: Located in Medina 216, you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. **Link:** [The Writing Center](https://alt.richlandcollege.edu/writing/)
- Online Writing Lab (OWL) at Purdue University: Visit OWL for additional help with writing. **Link:** [OWL](https://owl.english.purdue.edu/)

**Academic Progress**

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check the following link for more details. **Link:** [Advising](https://alt.richlandcollege.edu/admissions/advise-register/)
Obtaining Final Course Grades Using eConnect

Final Grade Reports are no longer mailed; they are available online at eConnect [www.econnect.dcccd.edu] or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Course Drop Date

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 the official drop date for this course. Please see the list of Important Dates on the Academic Calendar webpage. [https://alt.richlandcollege.edu/academiccalendar/]

Institutional Policies

Institutional Policies relating to this course can be accessed from the following link: Institutional Policies [www.richlandcollege.edu/syllabipolicies]

Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

Class Schedule (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Objective</th>
<th>Assignment Due:</th>
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<tbody>
<tr>
<td>1</td>
<td>July 8-11</td>
<td>• Introductions, Syllabus, introduce Blackboard&lt;br&gt;• Introduction to Academic Writing &amp; MLA Format&lt;br&gt;• How to Write a Paragraph/Essay&lt;br&gt;• What is Plagiarism?&lt;br&gt;• They Say, I Say (on BB)&lt;br&gt;• Library Day (7/10)</td>
<td>Syllabus contract signed- due July 9th&lt;br&gt;Reading Quiz&lt;br&gt;A.B #1 Due&lt;br&gt;Plagiarism Quiz due</td>
</tr>
<tr>
<td>2</td>
<td>July 15-18</td>
<td>Introduction to the Proposal&lt;br&gt;• Research In class&lt;br&gt;• In Class Writing (the Proposal)&lt;br&gt;• Peer Review- (in class) the Proposal&lt;br&gt;• English Corner</td>
<td>1st draft of the Proposal due&lt;br&gt;Reading Quiz 2 &amp;3&lt;br&gt;A.B. #2 Due</td>
</tr>
<tr>
<td>3</td>
<td>July 22-25</td>
<td>• Introduction to Mapping the Issue Essay&lt;br&gt;• Creating the Quotation Sandwich</td>
<td>FINAL DRAFT OF PROPOSAL DUE: Reading Quiz 4&amp;5</td>
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Identity and the American Dream: How does Identity inform our American Dream?

Sesame Street. One of the most iconic streets in America. Just as popular as Broadway or Wall Street, Sesame Street is a National Treasure. If you grew up like most kids whose parents were of the working class, you came home to the television and turned on Sesame Street. Sesame Street was a place on your television where you saw kids and characters that looked like you. Children learning the alphabet, and numbers and exploring the world in the same manner as you with question after question after question. Sesame Street represents innocence, identity and American culture.

Sesame Street also had faults; it excluded bullies, racism, sexism, conversations on different religions and so on. And while Sesame Street was progressive in its integration of ALL types of people, characters and identities by living on ONE
street as neighbors, it also helped children understand and accept difference in others while understanding the difference in themselves to others. Overall, the message of Sesame Street was acceptance.

**For this class, you will be asked to research identity and how it informs the American Dream.** Consider your own experience and coming of age as your narrative. For example, if you lived in a small town and all you wanted to do was to get out! How does coming from a small town inform what the A.D. is to you?

**Major Papers** - this is a 3-part writing process. There are four stages of this Research Project. The first is the Proposal. Next, is the Annotated Bibliography (this is crucial as it will be at the core of your research). Last, is Mapping the Issue, which all the pieces of your writing project combined into one full length Research Paper. At the end of the semester, you will be asked to give an oral presentation lasting no more than 10 minutes.

**This is a reading/writing intensive class.** This means that a lot of your time you will be doing independent reading (not guided or in class). This class is also only 5 weeks. Be ready, be committed each time you come to class. Keep in constant communication with me if you have work, or other family obligations as this course moves quickly!

**Resources:** you will be given a few days during class for initial research, and library time for your annotated bibliography. Everyone works differently, so map out how you plan to get this done and go for it! Please refer to the syllabus for schedule and due dates.