ENGL 1302 – Composition II

Instructor: Dr. Rhonda Lewis  
Course: ENGL 1302
Office: Virtual  
Section: 86408
Hours: MTWRFSSU  
Days/Times: Online
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Room: NA
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Term: Summer 2

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.)

Required Texts

Course Materials
Access to the Internet, textbook, notebook, flash drive or other means for storing and saving digital documents (Google docs, dropbox, for example), and access to a word processing program.
Assignments
Orientation/Syllabus quiz: 20 points
Discussion board/participation: 200 points total (4 discussions @ 50 points each)
Writer’s Notebook: 200 points total (4 writer’s notebooks @ 50 points each)
Major essay 1 (Literary Analysis): 100 points
Major essay 2 (Rhetorical analysis of a website): 150 points
Major essay 3 (Research essay): 200 points
Essay peer review: 60 points total (3 peer reviews @ 20 points each)
Grammar quizzes: 80 points total (4 quizzes @ 20 points each)
Total: 1000 points

Discussion Participation
Threaded discussions are important in an online course. Discussion threads are meant to be interactive with the entire class and reflect your understanding of the course materials. Comments should be substantial and clear. Threaded discussions will be spread out among the four weeks in this course.

Each week, you will be required to participate in a threaded discussion. It is important that you meet all of the guidelines/requirements for each discussion in order to better your chances of getting a good grade. Below outlines the requirements for the threaded discussions in this course.

1. Your initial response to the discussion question must be no less than 200 words. Your responses to at least two peers must be no less than 75 words. Please review the course calendar for due dates of all discussions. Your responses to your peers must be substantial and detailed. Comments such as "I agree or disagree" will not receive credit.

2. Each discussion board question is worth 50 points (see discussion rubric for a breakdown of grading/points in blackboard)

Attendance
Although this is an online course, attendance will be taken on a weekly basis. Attendance in an online course includes participating in the discussions, peer reviews, and/or submitting assignments weekly.

Late Policy
Because summer courses are very accelerated, it is critical that all assignments are submitted on time each week. Therefore, no assignments will be submitted late for any reason.

Course Outline
The instruction for this course is entirely online. You will be asked to read texts, watch video clips, listen to audio clips, participate in discussion boards, write essays, and take quizzes – all online. The lessons and instructions are on our eCampus course page, which you should check everyday for announcements and to keep up with the course material. You must have access to the minimal technological requirements (listed on the “Getting Started” page on eCampus) to complete the course requirements, which include completing and submitting assignments in MS
Word or similar such as Google docs. You should also have some experience working on a computer, writing emails and essays, and communicating online.

**Grading**

Assignments in this course are weighted based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Major papers</td>
<td>60%</td>
<td>A = 90-100%</td>
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<td>(3 papers, including drafts, @ 20% each)</td>
<td></td>
<td>B = 80-89%</td>
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<tr>
<td>Writer’s Notebook</td>
<td>10%</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Discussion Threads</td>
<td>15%</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>F = 59% or less</td>
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<tr>
<td>Participation</td>
<td>5%</td>
<td></td>
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</tbody>
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**Classroom Etiquette**

This class will include discussions each week, which means students will communicate often in this course. There will be times in our discussions when students will have different viewpoints, which is perfectly normal, but the goal is that every student respects others’ opinions. Your post should not only substantial in response, but also respectful.

**Richland College Quality Enhancement Plan (QEP)**

This is a Developing Learning Power class and part of Richland College’s Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP). In this class, the professor uses specific Thinking Routines to help students develop their learning power in order to become even more engaged, successful learners and to master course content. Participating in Thinking Routines provides a greater understanding of how students learn and offers techniques to boost their capacity to change and learn through effort and the intentional practice of thinking.

Developing Learning Power shapes an exceptional learning experience, helps advance academic careers, and fosters traits of effective lifelong learners. At the end of the course, students will reflect on their experiences and how they have changed as learners. For more information, please log onto [http://www.richlandcollege.edu/qep/](http://www.richlandcollege.edu/qep/)

**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 [http://www.richlandcollege.edu/conduct](http://www.richlandcollege.edu/conduct). In this course, all essays will be run through Turnitin.com. Any essays exceeding more than 15% similar will result in a conference with the professor for further discussion and review.

**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. [http://www.richlandcollege.edu/englishcorner/](http://www.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. http://www.richlandcollege.edu/writing/
• Online Writing Lab (OWL) at Purdue University: Visit OWL for additional help with writing. 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. http://richlandcollege.edu/admissions/advise-register/

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed; they are available online at 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 at http://www.richlandcollege.edu/academiccalendar/

Institutional Policies
Please see the document: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

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