English 1302 Syllabus
Cedar Valley College

Instructor Information
Name: Professor Young
DCCCD Email: LeaYoung@dcccd.edu (Best way to reach me)
Office Phone: N/A
Office Location: N/A
Office Hours: N/A
Division Office and Phone: N/A

Course Information
Course Title: English Composition II
Course Number: ENGL 1302
Section Numbers: 33011, 33024, 33008
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: TR 9:30-10:50 & 12:30-1:50, MW 9:30-10:50
Certification Date: 02/02/2020
Last Day to Withdraw: 04/16/2020

Course Prerequisites
Prerequisite: ENGL 1301.
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

Upon successful completion of this course, students will:
~ Demonstrate knowledge of individual and collaborative writing processes.
~ Develop ideas with appropriate support and attribution.
~ Write in a style appropriate to audience and purpose.
~ Read, reflect, and respond critically to a variety of texts.
~ Use Edited American English in academic essays.

Texas Core Objectives

Students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. In this course, the following skills are in focus.

**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** - to include the ability to connect choices, actions and consequences to ethical decision-making

Required Course Materials

USB on which to save your work and a current email address to send all work to yourself and for regular class communication.

Textbook Information:
Title: They Say/ I Say
Authors: Cathy Birkenstein, Russel Durst, Gerald Graff
Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>3 @ 10 points each</td>
<td>30 points</td>
</tr>
<tr>
<td>Rough Drafts</td>
<td>2 @ 20 points each, 3 @ 15 points</td>
<td>85 points</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>3 @ 35 points, 1 @ 20 points, 1 @ 40 points</td>
<td>165 points</td>
</tr>
<tr>
<td>3 Essays</td>
<td>1 @ 100 points, 1 @ 200 points, 1 @ 400 points</td>
<td>700 points</td>
</tr>
<tr>
<td>Research Paper Sources</td>
<td>2 @ 10 points each</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**TOTAL: 1,000 points**
## ASSIGNMENT POINTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board 1A</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board 1B</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board 9</td>
<td>10</td>
</tr>
<tr>
<td>Analysis Draft</td>
<td>20</td>
</tr>
<tr>
<td>Draft of Analysis Peer Review</td>
<td>35</td>
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<tr>
<td>Analysis FINAL COPY FOR GRADING</td>
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</tr>
<tr>
<td>Comparative Analysis Draft</td>
<td>20</td>
</tr>
<tr>
<td>Draft of Comparative Analysis Peer Review</td>
<td>35</td>
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<td>Comparative Analysis FINAL COPY FOR GRADING</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper Sources 1-5</td>
<td>10</td>
</tr>
<tr>
<td>Research Paper Sources 6-10</td>
<td>10</td>
</tr>
<tr>
<td>Research Paper 1st Draft</td>
<td>15</td>
</tr>
<tr>
<td>Research Paper 2nd Draft</td>
<td>15</td>
</tr>
<tr>
<td>Research Paper 3rd Draft</td>
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<tr>
<td>Research Paper Peer Review 1</td>
<td>20</td>
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<tr>
<td>Research Paper Peer Review 2</td>
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<tr>
<td>Research Paper Peer Review 3</td>
<td>40</td>
</tr>
<tr>
<td>Research Paper FINAL COPY FOR GRADING</td>
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<tr>
<td><strong>TOTAL POINTS AVAILABLE TO EARN:</strong></td>
<td><strong>1000</strong></td>
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## Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

## Description of Graded Work

See all information that is provided in BlackBoard/eCampus.
Attendance and Your Final Grade
Sign in every time that you are in class. I cannot and will not do this for you. It shows proof of whether you were in class or not. I will then transfer your signatures to an Excel sheet that I have to turn at the end of the semester. Missing more than 2 classes in an 8-week course will result in an F in the course; missing more than 4 courses in a 16-week course will result in an F in the course. After 15 minutes, I will take up the attendance sheet, and you will be counted absent even if you attend.

Late Work and Technological Issue Policy
No late work is accepted for this course. I do NOT accept Pages, Google products, or any other product besides Microsoft Office products for uploads. Failure of any uploads of assignments with anything other than Microsoft Office products will result in a 0 on the assignment. It is not my responsibility to make sure your work got uploaded correctly and on time; it is yours. See the contract that you have to sign for the Discussion Boards about technological issues and late work as well.

Other Course Policies
There will be no food or drink allowed in the classroom. ALL cell phones, iPods, MP3 players, etc. are to be off and put away (out of sight) unless given express permission by the instructor of record to use them.

I am responsible for my own learning. What I get out of a class is what I put into it.

I must be in class every day and be ON TIME and NOT LEAVE EARLY in order to get all that the class has to give (information and points).

I must be an active member of the class in order to learn concepts, theories, procedures, and important information that I need to know to be successful in any class. This means that I must read ALL assigned work, complete ALL writing assignments, and do ALL other required work pertaining to my college course(s) and doing so on time with no excuses.

I must consult my assignment calendar daily to be sure I am aware of what work is due in order to complete and submit it on time.

I must show respect in all college classrooms to myself, to the instructor, and to other students as well. This respect consists of, but is not limited to:

Not talking to others or interacting in any way with others when the instructor is talking.
Not talking to others or interacting in any way with others when another student is talking.

Paying attention to information being given for notes, for assignments, for class discussions, etc. by giving your undivided attention to the instructor.

Actively participating in class discussions, which means answering questions, giving comments, and making observations, etc. when asked by the instructor.
Not doing work from another class in the class you are currently in, not accessing the Internet or email, not using your cellphone, not giving your attention to the person sitting near/by you, and not making unnecessary noises. These are disrespectful and inappropriate for any college classroom.

Having any cell phone on during a class is very rude and unacceptable. It must be turned on silent and put away. I can take it up at the beginning of class and give it back at the end of class if not using it is a problem. 😊

Using my laptop/computer for anything other than the assignment being worked on in class (no accessing email, social media, shopping, browsing sites not related to the class, etc.).

Making rude and/or sarcastic remarks/comments/gestures & eye rolling/sounds/body language to any instructor, staff member, or to any student will not be tolerated. Using a rude/disrespectful tone of voice will not be tolerated. Tone of voice is defined as the way a person is speaking to someone.

When a substitute takes over a class for an instructor, that substitute will be treated with respect, and college protocol will be followed.

Consequences:

First Offense: Student will be dismissed from class and cannot return until he/she has a face-to-face meeting with the professor and the coordinator of English at Cedar Valley College.

Second Offense: Student will be dismissed from class and will no longer be able to attend the class.

Final Note: Paying for a course does not absolve you of behaving in an appropriate manner.
Institutional Policies

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Cedar Valley Institutional Policies (http://www.cedarvalleycollege.edu/syllabipolicies)

Title IX Additional Information: I am a responsible employee when it comes to reporting sexual violence. That means I am required to report certain incidents to the Title IX Coordinator. This includes overheard conversations, conversations with me, or anything in a written assignment. Our school cares about the safety of our students and has created this requirement because sexual violence in all its forms is unacceptable, and we're committed to holding perpetrators accountable and keeping survivors safe. Your privacy is of utmost importance, and this institution will do everything possible to keep all reports private and only share with those who need to know. You will never be forced to share information and your level of involvement will be your choice.

Course Schedule

Unless otherwise indicated, all work is due BEFORE 11:00pm on the due date. Once it turns 11:00pm, your work is the submission links will disappear and become unavailable, so be sure not to procrastinate. I will not reopen any assignment links, so please do not ask. Get the work turned in early! 😊

Be sure a word count is at the top of every essay, and it is saved in DOCX Format.

Assignments for the Semester

All work is due by 11:00 pm on the specific date unless otherwise specified.

As the professor, I reserve the right to amend this syllabus as needed.

Week 1:
1/21-1/26
TUESDAY & THURSDAY:
*Syllabus Overview
*Complete Discussion Board 1A--Sign the course contract (for certification in this class).
*Answer Discussion Board 1B--Introduce yourself (for certification in this class).
*Respond to at least 1 other student’s Discussion Board 1B posts.
*Read through ALL tabs on Blackboard to become extremely familiar with our course site and the materials involved.
*Purchase/Rent/Secure a textbook for this class to start using the end of Week 1 (see Required Textbook tab).
*Go over email, eCampus/Blackboard, digital textbooks

HOMEWORK: Read pages 19-29
Due: 1/26

Week 2:
1/27-2/2
TUESDAY & THURSDAY:
*Discuss pages 19-29

Assignments for—Analysis
*Review/Read all documents in the Analysis folder (Essays tab, Analysis folder)
*Consider the following:
  ✓ What is argument?
  ✓ What is debate?
  ✓ What is critical thinking?
  ✓ What is analysis?
*Read pages 315-317 of Chapter 16 “Is College the Best Option?”.
*Select and read ONE of the essays in Chapter 16 “Is College the Best Option?” (pp. 318-419).
*Work on grammar as needed

NOTE: Be sure that you underline/bold/highlight the 6 key words in the analysis: title, claim, opposition, common ground, experts, and evidence.
HOMEWORK: Read pgs. 30-42
Due: 2/2

WEEK 3:
2/3-2/9
TUESDAY:
*Discuss pgs. 30-42
*Begin writing 1st draft of Analysis over your essay of choice from Chapter 16 “Is College the Best Option?” (pp. 318-419) (650+ words).

THURSDAY:
*Continue work on 1st draft
*Grammar work

HOMEWORK: Read pgs. 43-52
Due: 2/9

WEEK 4:
2/10-2/16
TUESDAY:
*Discuss pgs. 43-52
*Write a complete draft of Analysis over your essay of choice from Chapter 16 “Is College the Best Option?” (pp. 318-419) and upload it to the Discussion Board button BEFORE 11:00pm.
Due: 2/12

THURSDAY:
*Complete a Peer Review for the Analysis over Chapter 16 “Is College the Best Option?” (pp. 318-419). Carefully follow ALL Peer Review instructions given on the Discussion Board.
*Upload the Analysis draft you reviewed for a peer (with comments made by you) and the completed peer review sheet for that draft to the Discussion Board where you claimed your peer’s essay BEFORE 11:00pm.

*Read pgs. 53-66
Due: 2/16

WEEK 5:
2/17-2/23
TUESDAY:
*Discuss pgs. 53-66
*Individual student conferences

THURSDAY:

**SUBMIT Analysis FINAL COPY FOR GRADING over Chapter 16 “Is College the Best Option?” (pp. 318-419) (650+ words). Be sure a word count is at the top and your essay is saved as a Doc or Docx document.

NOTE: Be sure that you underline/bold/highlight the 6 key words in the analysis: title, claim, opposition, common ground, experts, and evidence.

Due: 2/20 at the end of class

WEEK 6:

2/24-3/1
Feb. 27-No Classes

TUESDAY:

*Review/Read all documents in the Comparative Analysis folder (Essays tab, Comparative Analysis folder)

*Consider the following:

✓ When do we use comparison in our daily lives?
✓ Why is it important to compare arguments?
✓ What makes one argument stronger than another?
✓ What appeals make one argument more believable than another?
✓ What flaws in an argument can destroy its credibility?

Assignments for Comparative Analysis

*Read the 2 essays you selected.

*Begin writing 1st draft Comparative Analysis (800-1,200 words) over Chapter 20 “What’s There to Eat?” (pp. 624-723). You will select 2 pieces from this chapter over which to write this paper. Which one will emerge the stronger of the two? Only your analysis will tell.

HOMEWORK: Read pgs. 67-76

Due: 3/1

WEEK 7:
3/2-3/8
TUESDAY & THURSDAY:
*Discuss pgs. 67-76
*Work on Comparative Analysis Essay
*Work on grammar and editing

HOMEWORK: Read pgs. 91-100
Due: 3/8

WEEK 8:
3/9-3/15
TUESDAY:
*Discuss pgs. 91-100
*Complete draft of the Comparative Analysis over your 2 essays of choice from Chapter 20 “What’s There to Eat?” (pp. 624-723). (800-1,200 words) and upload it to the Discussion Board BEFORE 11:00pm.
Due: 3/10

THURSDAY:
*Complete a Peer Review for the Comparative Analysis over your 2 essays of choice from Chapter 20 “What’s There to Eat?” (pp. 624-723). (800-1,200 words). Carefully follow ALL Peer Review instructions given on the Discussion Board.
*Upload the draft you reviewed for a peer (with comments made by you and the completed peer review sheet for that draft to the Discussion Board where you claimed your peer’s essay BEFORE 11:00pm.
Due: 3/15

WEEK 9:
3/23-3/29
TUESDAY:
*Work on Essay 2
*Work on grammar
THURSDAY:
*SUBMIT Essay 2-Comparative Analysis FINAL COPY FOR GRADING over your 2 essays of choice from Chapter 20 “What’s There to Eat?” (pp. 624-723). (800-1,200 words) at the end of class.

HOMEWORK:
*Read “Skeptics May Object” (pgs. 77-90).
*Answer Discussion Board 9.
Due: 3/29

Week 10:
3/30-4/5
TUESDAY:
*Discuss pgs. 77-90
*Select and commit to a Research Paper topic. The topic must be persuasive—one that is controversial and one where you will support ONE side over the other.

THURSDAY:
*DCCCD Library online database tour for research paper
*Select sources

HOMEWORK:
*Post sources 1-5 for your Research Paper (to the Submit Work Here button).
*Read pgs. 101-116
Due: 4/5

Week 11:
4/6-4/12
TUESDAY:
*Discuss pgs. 101-116
*Post sources 6-10 for your Research Paper (to the Submit Work Here button).

*Begin going through the 10+ resources for your Research Paper to determine which pieces of information you will use to support your claim. (**Take notes from each source, notating the page number from where the information came to save you time at the end of the research process.)

**NOTE:** You must use 2 pieces of information from each of the 10 resources—20 parenthetical citations total. You must highlight all 20 pieces of information you use in the body of the research paper.)

**Due: 4/7 in class**

**THURSDAY:**
*Begin work on 1st draft of Research paper

**HOMEWORK:**
*Work on 2nd draft of Research Paper (4+ FULL PAGES). Note: This means an additional 2 added to the first draft, which had a 2-page requirement.
*Read pgs. 117-130

**Due: 4/12**

**Week 12:**
4/13-4/19

**TUESDAY:**
*Discuss pgs. 117-130
*Work on 1st draft of Research Paper (2+ FULL PAGES).

*UPLOAD 1st draft of Research Paper to the Submit Work Here button BEFORE 11:00pm. (**Be sure you have written 2 FULL pages—at least 1 line on page 3 shows you have 2 FULL pages) to receive full credit.)

**Due: 4/14**

**THURSDAY:**
*Complete a Peer Review for the 1st Draft of the Research Paper (2 full pages going onto the 3rd page). Carefully follow ALL Peer Review instructions given on the Discussion Board.

*Upload the draft you reviewed for a peer (with comments made by you and the completed peer review sheet for that draft to the Discussion Board where you claimed your peer’s essay BEFORE 11:00pm.

*Read pgs. 131-140

Due: 4/19

WEEK 13:
4/20-4/26

TUESDAY:

*Discuss pgs. 131-140

*UPLOAD 2nd draft of Research Paper to the Submit Work Here button BEFORE 11:00pm. (**Be sure you have written 4 FULL pages to receive full credit—at least 1 line on page 5 shows you have 4 FULL pages.) This means an additional 2 added to the first draft, which had a 2-page requirement.

Due: 4/21

THURSDAY:

*Complete a Peer Review for the 2nd Draft of the Research Paper (4 full pages going onto the 5th page). Carefully follow ALL Peer Review instructions given on the Discussion Board.

*Upload the draft you reviewed for a peer (with comments made by you and the completed peer review sheet for that draft to the Discussion Board where you claimed your peer’s essay BEFORE 11:00pm.

Due: 4/26

WEEK 14:
4/27-5/3

TUESDAY:
*Upload the Research Paper 3rd draft (6 FULL PAGES—At least 1 line on page 7 means you have 6 FULL pages—no more than 8 pages, plus a 10-source Works Cited page in MLA format) to the Discussion Board AND to the Submit Work Here button. You must have a minimum of 20 parenthetical citations (2 from each of the 10 sources) with all 20+ highlighted in the paper itself. Remember, the name or word in parentheses MUST match the first name or word of one of the sources on the Works Cited page (see sample research paper under the Essays tab in the Research Paper folder).

Due: 4/28

THURSDAY:
*Complete a Peer Review for the 3rd Draft of the Research Paper (6 full pages going onto the 7th page). Carefully follow ALL Peer Review instructions given on the Discussion Board.
*Upload the draft you reviewed for a peer (with comments made by you and the completed peer review sheet for that draft to the Discussion Board where you claimed your peer’s essay BEFORE 11:00pm.

Due: 5/3

WEEK 15:
5/4-5/10
TUESDAY & THURSDAY:
**IMPORTANT**: Whether you use a direct quote or an indirect quote/idea from the source in your own words (summary/paraphrase), you must highlight the 20+ pieces of information you use. I have shown you how I want the citations highlighted below. I have even had students highlight information from each source in a different color.

**Direct quote**: With the improvements in transportation, twenty-five percent of farmers’ products were sold for commercial gain, and by 1825, farming “became a business rather than a way of life” (Danhof 128).
Indirect quote/Idea from the source in your own words: Trade and transportation thus began to influence farming life significantly. Before 1820, the rural community accounted for eighty percent of consumption of farmers’ goods (Hurt 127).

*SUBMIT Final Copy of the Research Paper AT THE END OF CLASS. (**Be sure you have 6 FULL PAGES, no more than 8 pages, plus a 10-source Works Cited page in MLA format and 20 parenthetical citations (2 from each of the 10 sources) with all 20+ citations highlighted in their entirety in the paper itself to receive full credit.

Due: 5/7

WEEK 16:
Final Conferences where we meet to discuss your final grade. Meet in the classroom on the date and time that I specify.