Instructor Information
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Course Information
Course Title: English Composition II
Course Number: ENGL 1302
Section Number: 40315
Semester/Year: SP 2020
Credit Hours: 3
Class Meeting Time/Location: MW 1:00 - 2:20pm / G130
Certification Date: 03/30/2020
Last Day to Withdraw: 05/01/2020

Course Prerequisites
Prerequisite Required: 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.)

Coordinating Board Academic Approval Number 2313015112
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 the MLA style manual.

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials

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.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essay #1: Rhetorical Analysis</td>
<td>20%</td>
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<tr>
<td>Essay #2: Visual Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #3: Academic Research Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Proposal and Annotated Bibliography</td>
<td>5% (combined)</td>
</tr>
<tr>
<td>Peer Review</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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**Grade Scale:**

A=100-90, B=89-80, C=79-70, D=69-60, F=59-0

**Description of Graded Work**

**Essay #1: Rhetorical Analysis**

Length: 1000-1,250 words (4-5 pages) not including Works Cited, must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc. Source limit: 1 source (minimum--primary source) You must include a Works Cited page and use correct MLA format for in-text citations.

**Due:**

For this assignment, you will write an analysis of the rhetorical strategies and techniques used in a speech (fictional or historical). The purpose of this assignment is to think and write critically about a text. The skills you use in this exercise are those we have been practicing throughout the semester. Your primary source must be approved by me before you begin writing your essay. To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of Part One of *Everything's an Argument* that we have covered and other writing strategies, such as
the backing of a claim, use of evidence, logic (or logical fallacies), organizational strategies, style, humor, and/or tone.

Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis about the speech you choose and elements of its rhetoric. You might, for example, write a thesis that addresses a single important technique used by the speaker, a few of the central strategies used by the speaker to structure the speech, or the effectiveness or ineffectiveness of the speech in achieving its purpose for a particular audience, using selected criteria.

Remember that these speeches are composed by respected writers who have a certain professional quality to their writing; at the same time, you may find gaps in the writing, disagree with the logic or approach, or find significant concerns that are not addressed by the speech. While you may include a very brief summary of what the speaker says, summary should only be a small portion of your essay. You should concentrate on developing your argument/thesis about the essay using evidence and insight to support your claim. This essay should be in MLA format and include a Works Cited page. Be sure to proofread your essay for technical errors.

***Five points will be added to your grade for visiting The Writing Center***

Essay #2: Visual Rhetorical Analysis
Length: 1000-1250 words (4-5 pages) not including Works Cited, must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc. 12-point font Source limit: Two source minimum (chosen visual is the primary source and you will need one extra source to support some aspect of your analysis) You must include a Works Cited page and use correct MLA format for in-text citations.

Due:

The Visual Rhetorical Analysis assignment asks you to select a political cartoon, propaganda poster, photograph, work of art, print advertisement, or commercial and analyze its features to discover a deeper meaning. Just like a written text, a visual communicates meaning on a deeper level beyond merely the literal. Your essay will illuminate this meaning thereby helping your audience understand your interpretation of the image. Refer to Chapter 14 in Everything’s an Argument for additional guidance.

If you are analyzing an advertisement, for example, then you should consider these questions:
● What product or service is being advertised?
● Who seems to be the targeted audience?
● What is the ad’s primary strategy?
● Does the ad use specific rhetorical strategies such as humor, understatement, or irony?
● What is the relation between the visual part of the ad (photo, drawing, typeface, etc.) and the print part (the text or copy)?
What is the ad’s overall visual impression?

Remember that your essay should be free of grammatical and mechanical mistakes, and you should, as always, proofread your essay very carefully.

***Five points will be added to your grade for visiting The Writing Center***

Essay #3: Academic Research Essay
Length: 1,000-1,250 words (4-5 pages) not including Works Cited, must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc. Source limit: 3 sources minimum (must be peer-reviewed sources) You must include a Works Cited page and use correct MLA format for in-text citations.
Due:

We are perpetually surrounded by arguments, including everything from political campaign rallies, to print advertisements, to memes. Most of these types of arguments are presented as one-sided, but rarely is that the case. Usually, there are more than two sides to any argument. For example, the gun control debate is often presented from two extreme perspectives: 1) Gun control is bad & 2) Gun control is good. However, there is a space between these two polar opposites for a more nuanced argument that focuses on age limits, background checks, longer waiting periods, stricter storage/permit requirements, etc. Oftentimes, opponents of a particular view will employ logical fallacies to undermine said view, even though the fallacies oversimplify or ignore the issue at hand altogether.

For this assignment, you will choose a debatable topic that interests you and write an essay that takes a clear position. This essay will require researching through online databases in order to find scholarly, peer-reviewed articles that work to support your position. Take care to acknowledge opposing views and to state why you think your position is better. Considering popular assumptions about your topic and the implications of your position will also work to establish your credibility and ground your essay in the contemporary discourse surrounding it. To prepare for this assignment, review Chapters 17-22: in Everything’s an Argument.

It will be of great importance to choose a topic that interests you as you will be spending much time thinking, reading, and writing about it. You MUST have a thesis statement that clearly puts forth your position/claim. For example, a thesis statement that takes a negative stance on social media might look like this: When considering the pervasiveness of online bullying, sex trafficking, and misinformation, social media’s negative effects far outweigh its benefits.

All source material must be cited properly in the essay and on the Works Cited page by adhering to MLA formatting guidelines (refer to Chapter 22 in Everything’s an Argument). Your essay should be free of grammatical errors.
Proposal for Essay #3
Length: 250-500 words (1-2 pages), must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc. 12-point font
Due:

This is an important moment in the research process. How well you craft your research questions will significantly influence the success of your project. You can change your mind later, but for now, write a brief proposal that outlines your research plan. In writing this plan, consider the following questions:
1. What is your tentative thesis/claim (overall argument, or position)?
2. What are additional questions that most interest you and might help you develop your claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?

Annotated Bibliography for Essay #3
Length: 3 peer-reviewed sources/entries (minimum) at 100-125 words per entry, must follow MLA format: 12-point font, double-spaced, 1-inch margins, proper headings, etc.
Due:

For this assignment, you will write an annotated bibliography of at least three peer-reviewed sources (e.g., Journal of the American Medical Association). Your sources should come from the online databases accessible through the Eastfield Community College Library’s website. Your entries (annotations) should provide both a brief summary of the source AND an evaluation of its effectiveness. The annotations should identify the author’s thesis or claim. In evaluating the source ask yourself different questions to determine its effectiveness. For example, does the author prove his or her claim? Does he or she overlook any important issues? How will this source prove useful in your research effort?
Sample entry for Annotated Bibliography:


The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Overall, the authors found that increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. I will use this source to support my argument that young people should live on their own for a significant amount of time before marrying in order for them to develop the maturity necessary for a successful adult life.

***Five points will be added to your grade for visiting The Writing Center***

Attendance:

Because each class period consists of a mixture of class discussion, group work and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, text, scroll through social media on your phone or laptop, or interfere with your classmates' ability to learn, you will be counted absent for that day. **Be on time - class starts promptly**; if you are more than 15 minutes late, you will be counted absent. Leaving early without prior approval will also count as an absence. Each student is allowed three (2) absences, no questions asked. Save them for when you really need them. **Your final grade will suffer a 4% reduction for each absence you accumulate over two** (e.g., 6 absences = 16% total reduction). You are responsible for your attendance. You must make sure you sign the attendance sheet if you arrive after it has been passed around.

Punctuality:

Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late and/or leaving early to/from class will negatively affect your participation grade in the course in addition to your attendance count.

Late Work:

All assignments must be submitted when and as required in order to successfully complete this course. **Late assignments WILL NOT be accepted.**
**Class Participation:**
Your success in this course is a function of your level of engagement, your preparation for class, and your behavior in the classroom. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make. Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment. Also, frequent disruption of class will negatively affect your grade.

**Personal Communication Devices:**
Turn off and put away all cell phones, music players (including headphones), and other personal communication devices before the start of class. Do not use such devices during class unless instructed to do so. **Cell phone use will count as an absence.**

**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.

[Eastfield Institutional Policies](http://www.eastfieldcollege.edu/syllabipolicies)

**Academic Integrity:**
Students in ENGL 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and document all sources accurately using MLA format. **DO NOT SUBMIT WORK THAT HAS BEEN PREVIOUSLY SUBMITTED FOR ACADEMIC CREDIT.** All essays for this course are submitted through eCampus and, in turn, through SafeAssign, which is a global database of published/submitted papers that checks for plagiarism. **For this class, you will be expected to remain below a similarity of 20% for each essay.** As you will be quoting source material in your essays, you will have some matches, but they should all be appropriately cited and attributed.

**ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on tests, 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 at [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/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 be given 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 the author’s sentences or words without quotation marks. For such an offense, a student will receive a **zero** on the assignment and could even receive an **F** for the course. You cannot mix the 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, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, and in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

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 online at the district website: [https://www1dcccd.edu/cat0608/ss/code.cfm](https://www1dcccd.edu/cat0608/ss/code.cfm).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of plagiarism (using the definitions given for both terms in the attached document) will receive **one or more of the following penalties:**

- The grade of **zero (0)** on that particular assignment.
- A course grade of **F** (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

***The Course Schedule will be distributed on the first day of class***