Composition II Syllabus
Eastfield College

Instructor Information
Name: Dr. Rufel Ramos
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Office Location: G-136
Office Hours: To be announced
Division Office and Phone: Arts & Communications, G-138, 972-860-7124

Course Information
Course Title: Composition I
Course Number: ENGL 1302
Section Number: 40321
Semester/Year: Spring (Flexterm II) 2020
Credit Hours: 3
Class Meeting Time/Location: MW 11am-12:20pm, G130
Certification Date: 3/30/2020
Last Day to Withdraw: 5/1/2020

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.

1 -- rev. 12/17/2019 rfr
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.).

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
- “OWL Search Results.” Purdue Online Writing Lab (OWL), Purdue U Writing Lab, Purdue U, 2018, owl.purdue.edu/search.html.
- **MLA Final Draft Template file** to use for essays: rowenasworld.org/syllabi/ENGL1301/MLAstyleFinalDraft.docx

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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>Subtotal Percentages</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Reader Responses</td>
<td>15%</td>
</tr>
<tr>
<td>Rough Drafts and Peer Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Timed Essay</td>
<td>05%</td>
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<tr>
<td>Essay 1</td>
<td>15%</td>
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<tr>
<td>Essay 2</td>
<td>15%</td>
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<tr>
<td>Essay 3</td>
<td>30%</td>
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</table>

**TOTAL: 100%**

Final Grade

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
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Description of Graded Work

**Quizzes:** 10 short, online-only multiple-choice – over grammar, mechanics, argument, and MLA documentation. You must answer within a 60-minute time-limit. You will be allowed three attempts at the quiz and your highest score will be counted towards your final course grade.
Reader Responses: 6 entries as responses to prompts for assigned readings (at least 300 words per entry, written in Edited American English) + 6 comments to a classmate’s responses (at least 100 words per comment, written in Edited American English)

Rough Drafts and Peer Reviews: 3 rough drafts for formal essays (at least 500 words per rough draft) + 3 comments to a classmate’s rough drafts

Timed Essay: online-only Rough Draft, in response to a prompt, at least 300 words + Syllabus Acknowledgement in Discussion Board

Essay 1: Classic or Toulmin Argument, with at least one college-level documented source, topic based on Reader Response 1 or 2; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1200 words.

Essay 2: Rebuttal or Rogerian Argument, with at least two college-level documented sources, topic based on Reader Responses 3 or 4; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English, at least 1500 words

Essay 3: Extended Rogerian or Proposal Argument; with at least four college-level documented sources; topic based on Reader Response 5 or 6 OR revision of Essay 1 or Essay 2; Outline, Rough Draft, Peer Review, and MLA Style Final Draft written in Edited American English; Works Cited is ANNOTATED; at least 2600 words INCLUDES Essay 3’s Annotated Works Cited.

Attendance and Your Final Grade
Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.

If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.

An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

Late Work Policy
You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor
will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is To Be Announced, before 11am. Afterwards, the instructor will accept no late work.

Other Course Policies

Classroom Etiquette

While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmates; please have the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class related tasks.

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 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.

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, 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 Code of Student Conduct.

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.**

### 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)

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
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| **Week 1:** 3/24-3/28 | **STUDY, Part I:** Complete Orientation by 1st day of class, including the Syllabus Acknowledgement in the Discussion Board + **TIMED ESSAY**  
**WRITE ESSAY:**  
**Timed Essay DUE by Tuesday, March 24**  
**LEFT-HAND MENU BUTTON TO ACCESS THE TIMED ESSAY LINK TO START.**  
- **Topic:** Rough Draft a short essay (about 500 words long), describing your writing confidence after ENGL 1301.  
- Use any strategy that you currently know to write this essay. Don't worry – this is only a diagnostic, to see what you already know about essay writing, and will only be counted as a completion grade (full credit for doing it).  
**STUDY, Part II:**  
- View The Writing Process PowerPoint and read Structures Ch.1-2, 4-6 (pages 3-13, 21-39) – includes info on MLA manuscript format style  
- View Sources PPT and Structures Ch.3 (pages 14-20)  
- MLA Manuscript Format Template to use ← save & use this for your final drafts  
- View Argumentation PPT and Structures Ch.13 (pages 86-89)  
**DO QUIZZES: all due Saturday, March 28**  
**Tip:** Review grammar & punctuation rules at Purdue OWL site.  
Quiz 1: Combining Sentences with Transitions (using semicolons and commas)  
Quiz 2: Comma, Semicolon & Colon  
Quiz 3: Quotation, Quote or Paraphrase  
Quiz 4: Claims  
Quiz 5: Evidence |
<table>
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<tr>
<th>Quiz 6: Logical Fallacies</th>
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<tr>
<td>Quiz 7: Primary &amp; Secondary Sources</td>
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<tr>
<td>Quiz 8: Two Parts of Documenting Sources</td>
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<td>Quiz 9: In-Text Citation</td>
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<td>Quiz 10: Works Cited</td>
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**Week 2: 3/29-4/4 (Certification Day 3/30)**

**STUDY:**
- Review *Argumentation* PPT and *Structures* Ch.13 (pages 89, 92) ➔ pay close attention to the Classic (Definition) and Toulmin (Points) methods of argument structure; pay close attention to the information for embedding examples and researched sources in your essay (page 24)
- Review *Sources* PPT and *Structures* Ch.3 (14-20).
- View Purdue OWL’s "Elements of Rhetorical Situations".

**WRITE READER RESPONSES:**
Reminder – all readings are from *Structures*

**All RRs in the Discussion Board DUE Monday, March 30.**

**Entry 1: C. Smith’s Classic Argument, “Stereotyping Is Wrong” (90-92)**
- Smith related that Matt Daniels gave up an opportunity to apply for a scholarship because it was funded by a racist. Do you agree with Daniels’ decision? Why or why not?
- Have you (or someone you care about) given up something desirable and/or important in order to follow an ethical principle? In other words, did you (or someone you know) sacrifice something for what you (or he/she) believed was “the greater good”? Would you (or that person you know) make the same decision today? Why or why not?

**COMMENT ON A CLASSMATE’S ENTRY 1**

**Entry 2: Stephen Klehm’s Toulmin Argument, “Quality Headphones” (92-94)**
- Klehm gives reasons for buying expensive name brand headphones, even though he is a college-student with a limited income. Do you agree with his reasons? Why or why not?
- Have you (or someone you know) ever given lots of money and/or time for something that was important to you (or someone you know) that others thought you were (or he/she was) foolish for doing so? Would you (or that person you know) make the same decision today? Why or why not?

**COMMENT ON A CLASSMATE’S ENTRY 2**

**WRITE ESSAY:**
**Essay 1: DUE Wednesday, April 8**
**Topic:** Based on your READER RESPONSES 1 or 2 (or any discussion of RR1 or RR2), write either a Classic or Toulmin argument essay.
- Brainstorm essay topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view).
- Research at least ONE college-level source – tip: the Reader Response readings are college-level sources.
- Post your outline & rough draft in the Discussion Board.
- Peer Review a classmate’s draft in the Discussion Board or in class.

**Week 3: 4/5-4/11**

**WRITE ESSAY:**
Essay 1: Classic or Toulmin Argument DUE Wednesday, April 8
- Post your outline & rough draft in the Discussion Board, if not already done.
- Peer Review a classmate’s draft in the Discussion Board, if not already done.
- Revise & edit your draft
- Submit your final draft only, using the left-hand “Essays” menu button

**STUDY:**
- Review Argumentation PPT and Structures Ch.13 (94, 97): pay close attention to the Rebuttal (Debate) and Rogerian (Compromise) methods of argument structure; pay close attention to the information for embedding examples and researched sources in your essay (page 24).
- Review Sources PPT and Structures Ch.3 (14-20).
- View Purdue OWL’s “Elements of Rhetorical Situations”

**WRITE READER RESPONSES:**
Reminder – all readings are from Structures;
All RRs in the Discussion Board DUE Friday, April 10

**Entry 3: Hamilton Pacheco’s Rebuttal argument, “For the Love of Pit Bulls” (95-96)**
- Do you agree with Pacheco, that his Homeowner’s Association (HOA) is wrong to ban residents from owning certain “dangerous” dog breeds like pit bulls? Why or why not?
- Similarly, do you disagree with a rule that you (or someone you know) must obey or had obeyed in the past? Why or why not? What was the rule, and why do you disagree (or agree) with it?

**COMMENT ON A CLASSMATE’S ENTRY 3**

**Entry 4: Caroline Pecena’s Rogerian argument, “A Christian Defense of Harry Potter” (97-100)**
- Do you agree with Pecena’s compromise, that parents can censor what their own children can read as long as they don’t censor other people’s children? Why or why not?
- Similarly, have you experienced or witnessed a conflict in your social group, in which you had to live or work with the opposing side? What compromise
(that is, a solution) did you offer (or can offer) to heal that conflict or accommodate the opposing member of your group while still be true to your position?

**COMMENT ON A CLASSMATE’S ENTRY 4**

**WRITE ESSAY, Part II:**

**Essay 2: DUE Monday, April 20**

**Topic:** Based on your **READER RESPONSES 3 or 4** (or any discussion of RR3 or RR4), write either a **Rebuttal or Rogerian** argument essay.

- Brainstorm essay topics, with possible **Claim Statements AND Counterclaims** (that is, your Opposition’s point of view)
- Research at least TWO college-level sources – tip: the Reader Response readings are college-level sources
- Post your outline & rough draft in the Discussion Board
- **Peer Review a** classmate’s draft in the Discussion Board or in class

<table>
<thead>
<tr>
<th><strong>Week 4:</strong> 4/12-4/18</th>
<th>CONTINUE ESSAY: <strong>Essay 2: Rebuttal or Rogerian Argument DUE next Monday, April 20</strong></th>
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<tr>
<td></td>
<td>• Post your outline &amp; rough draft in the Discussion Board, if not already done</td>
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<td>• <strong>Peer Review a</strong> classmate’s draft in the Discussion Board, if not already done.</td>
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<td></td>
<td>• Revise &amp; edit your draft</td>
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<tr>
<th><strong>Week 5:</strong> 4/19-4/25</th>
<th>FINISH ESSAY: <strong>Essay 2: Rebuttal or Rogerian Argument DUE Monday, April 20</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Post your outline, post rough draft, <strong>peer review a</strong> classmate’s draft in the Discussion Board, if not already done.</td>
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<tr>
<td></td>
<td>• Revise &amp; edit your draft</td>
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<td>• Submit your <strong>final draft only</strong>, using the left-hand “Essays” menu button.</td>
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**STUDY, Part I:**

- Review **Argumentation PPT** and **Structures Ch.13** (97, 100-101): pay close attention to the Rogerian (Compromise) and the Proposal (Problem-Solving) methods of argument structure; pay close attention to the information for embedding examples and researched sources in your essay (page 24).
- Review **Sources PPT** and **Structures Ch.3** (14-20).
- Review Purdue OWL’s “**Elements of Rhetorical Situations**”

**WRITE READER RESPONSE:**

**All RRs in the Discussion Board DUE Tuesday, April 21**

Entry 5: Ruth Gonzalez’s Proposal argument, “Solving Childhood Obesity in America” (101-105) from **Structures**
• Do you agree that Gonzalez’s simple solution to solving childhood obesity – parents only buying healthy foods and modeling healthy eating for their kids -- is as easy as it sounds? Why or why not? What would be a better solution?
• Similarly, have you experienced or witnessed a problem that others believe cannot be solved or not worth solving but you believe can be solved? What possible feasible (that is, doable) solution or solutions can you offer?

**COMMENT ON A CLASSMATE’S ENTRY 5**

Entry 6: Brent Staples’ journal article “Just Walk on By: Black Men and Public Space.”
• Why does Staples whistle classical music around people who may feel threatened by him? Does this protect himself, them, or both? Do you agree that this solution works? Why or why not?
• Have you ever been in a situation such as the ones Staples describes, where you perceived someone (or someone perceived you) as threatening? How did you react? After reading Staples’s essay, do you think you would react the same way now? What solution or solutions would work to lessen the threat level – for EVERYONE involved?

**COMMENT ON A CLASSMATE’S ENTRY 6**

**STUDY, Part II:**
• Read Antonio Eudabe’s Proposal Argument with Annotated Works Cited, “Algorithms and Crimes” (107-119) from *Structures*.
• Review Purdue OWL’s “Annotated Bibliographies” article

**WRITE ESSAY, Part II:**
**Essay 3:** Final Draft DUE Tuesday, May 12
**Topic:** Based on your READER RESPONSES 5 or 6 (or any discussion of RR5 or RR6) OR based on your Essay 1 or Essay 2, write either an Extended Rogerian or Proposal Argument Essay.
• Brainstorm topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view)
• Research at least FOUR college-level sources – tip: the Reader Response readings are college-level sources
• Post your outline in the Discussion Board.

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**Week 6: 4/26-5/2 (Drop Date 5/1)**

**CONTINUE ESSAY:**
**Essay 3: Extended Rogerian or Proposal Argument Final Draft DUE Tuesday, May 12.**
• Post your outline, if not done so already.
• Post rough draft in the Discussion Board.
• Annotate your Works Cited – summarize, assess, reflect each source entry
• Peer Review a classmate’s draft in the Discussion Board or in class.
<table>
<thead>
<tr>
<th>Week 7: 5/3-5/9</th>
<th>CONTINUE ESSAY: Essay 3: Extended Rogerian or Proposal Argument Final Draft DUE next Tuesday, May 12</th>
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<tbody>
<tr>
<td></td>
<td>• Peer Review a classmate’s draft, if not done so already.</td>
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<td></td>
<td>• Revise &amp; edit your draft</td>
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<thead>
<tr>
<th>Week 8: 5/10-5/14 (Final Week)</th>
<th>FINISH ESSAY: Essay 3: Extended Rogerian or Proposal Argument Final Draft DUE Tuesday, May 12</th>
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<tbody>
<tr>
<td></td>
<td>• Peer Review a classmate’s draft, if not done so already.</td>
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<tr>
<td></td>
<td>• Revise &amp; edit your draft ← Last chance to get EVERYTHING RIGHT.</td>
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<tr>
<td></td>
<td>• Submit your final draft only, using the left-hand “Essays” menu button</td>
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LAST DAY TO SUBMIT LATE WORK IS Wednesday, May 13, by 11am, in the morning.

Final Course Grades can be viewed on eConnect, beginning May 18.

MISSION

Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE

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

Syllabus Acknowlegement:

Please post on the Discussion Board, under “Syllabus Acknowledgement” this message: “I have read the syllabus and agree to its terms and policies.”