Composition II Syllabus
Eastfield College

Instructor Information
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Course Information
Course Title: Composition II
Course Number: English 1302
Section Number: 40327
Semester/Year: SPRING 2020 FLEX II
Credit Hours: 3
Class Meeting Time/Location: M-W 1:00-2:20 PM L302
Certification Date: 3/30/2020 (MONDAY)
Last Day to Withdraw: MAY 1, 2020 (FRIDAY)

Course Prerequisites
ENGL 1301

Course Format
This is a blended, 8-week course. Some course requirements will be completed in the classroom, and some will be completed online.
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 the successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative research processes. Develop ideas with appropriate support and attribution.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. Read, reflect, and respond critically to a variety of texts.
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. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making
Core Objective Development Statements

➢ ENGL 1302 demonstrates **Communication** by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.
➢ English 1302 demonstrates **Critical Thinking** by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.
➢ English 1302 students demonstrate **Teamwork** through peer editing and peer review of research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.
➢ English 1302 develops **Personal Responsibility** by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

Required Course Materials

➢ Supplies: FLASH DRIVE, PEN, PAPER, HIGHLIGHTER

➢ 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.

Technology Requirements

Some specific software is required for this class because it is partially online.

➢ **Google Chrome, Mozilla Firefox, or other web browser fully updated**: To navigate eCampus, you will need a web browser that has been recently updated. Please note: Internet Explorer is not always compatible with eCampus.
➢ **Microsoft Word, Google Docs, or other word processing program**: For this course, you will need access to Microsoft Word, Google Docs, or another word processing program to submit your typed assignments.
➢ **Adobe Reader**: You will also need to download Adobe Reader to view course learning materials. It is a free download available at [http://get.adobe.com/reader/](http://get.adobe.com/reader/).
➢ **A DCCCD student Outlook account**: A DCCCD student Outlook account is required for sending files or asking questions regarding grades in this class. Do not email your instructor from personal email accounts, such as Yahoo! or Gmail, if you are writing concerning grades. An account is free. You may set it up by going to [http://www.dcccd.edu/MSOffice](http://www.dcccd.edu/MSOffice). All communication should be conducted through your official student email account.
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

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<thead>
<tr>
<th>Category</th>
<th>Specification(s)</th>
<th>Weight</th>
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<tr>
<td>Essays</td>
<td>Students will write multiple essays throughout the course of the semester. Essays include in and out of class papers, prewriting, drafts, peer reviews, and rewrites. All essays must be in MLA style, typed, double-spaced, <strong>minimum 800 words.</strong> Only Times New Roman, 12-point font will be accepted. Students are to turn in all of the work associated with each essay. Essay grades will be affected by missing outlines, drafts, or sources, and being absent on peer review days.</td>
<td>30%</td>
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<tr>
<td>Mini-research Paper</td>
<td>Students will write a <strong>persuasive</strong> mini-research paper that adheres to MLA style guidelines (8th ed.) for in-text parenthetical citations and Works Cited pages, <strong>minimum 750 words.</strong> Only Times New Roman, 12-point font will be accepted. Students are to turn in all of the work associated with the mini-research paper. Mini-research paper grades will be affected by missing outlines, drafts, or sources, and being absent on peer review days. Instructions are loaded in Blackboard.</td>
<td>25%</td>
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<tr>
<td>Discussion Boards, Journals, Weekly Submissions</td>
<td>Students will complete on-line discussion boards worth 100 points each. (Grades will be assigned at 50 points for initial 200 word post + 25 points for each 100 word response to a fellow student). Journals will be 100-200 words each and will be graded on a 100 point basis. Weekly Responses will be graded at 50 points for each substantial submission.</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance</td>
<td>This is a FLEX scheduled class where each class covers the work of 1 full week. Successful completion of ENGL 1302 requires your full attendance.</td>
<td>5%</td>
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<tr>
<td>Participation</td>
<td>Launchpad is a required resource for this class. There are limited assignments that must be completed before the research paper is completed.</td>
<td>15%</td>
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**TOTAL 100%**
Final Grade

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

Final Paper: Students will write a persuasive research paper in a conventional lab report format that adheres to MLA style guidelines (8th ed.) for in-text parenthetical citations and Works Cited pages, minimum 1000 words. Only Times New Roman, 12-point font will be accepted. Students are to turn in all of the work associated with the mini-research paper. Mini-research paper grades will be affected by missing outlines, drafts, or sources, and being absent on peer review days. Instructions are loaded in Blackboard.

Attendance and Your Final Grade

There are only 16 classes in this hybrid flex class. Successful completion of ENGL 1302 requires your full attendance. Students are expected to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:

➢ 0-3 absences = full credit for attendance
➢ 4 or more absences = no credit for attendance
➢ Three tardies = 1 absence
➢ Leaving early three times = 1 absence
➢ Any combination of tardies/leaving early equaling three = 1 absence

After three absences, you lose all attendance points, and your successful completion of this course is doubtful.

Late Work Policy

Work will be accepted late on a limited basis. Discussion Boards cannot be turned in late. One journal will be accepted late, all others will be graded zero if not turned in when assigned. Instructor response to drafts is for the student benefit. Drafts will not be accepted late. Submission of final essay will be accepted late with prior approval. However, they will not be graded until ALL the research papers are graded at the end of the semester.

Other Course Policies

Writing Expectations

Students will compose essays that adhere to grammatical and stylistic standards of academic American English and follow Modern Language Association (MLA) style. All written
assignments must be double spaced with 1-inch margins on all sides and in Times New Roman, size 12 font, with the four-line MLA style heading and MLA style page numbering. See the video on eCampus under week 1 to learn or review how to format your paper in MLA style on MS Word. Work done in Google Docs must be converted to a docx or pdf format for grading.

Email Communication

As email is vital to communication in this course, be sure to:

➢ Check your email daily to keep up with course correspondence.
➢ Emails will generally be responded to within 24-48 hours, if not sooner.
➢ Do not attempt to send work via email. All assignments must be submitted through eCampus. Any assignments emailed as an attachment will not be opened or graded.
➢ Emails concerning grades will not be responded to unless the student has emailed the instructor from a DCCCD student Outlook account.

Email Etiquette

Emails are a constant in the academic and professional worlds. Therefore, it is important that you practice proper email etiquette at all times. When emailing the professor, you are expected to:

➢ Begin with a greeting or salutation. This is both professional and courteous.
➢ Use Standard American English and proper grammar, punctuation, and spelling.
➢ All subject lines for this class should include your name and the course level and section, e.g. John Smith ENGL 1302-4XXXX.
➢ Never type in all uppercase letters.
➢ Use courteous language and tone; write professionally—all college writing is business formal, not something you send to friends or family.
➢ Sign your name at the bottom of the email. Again, this is both professional and courteous.
➢ Emails concerning course grades will not be responded to unless the student has emailed the instructor from a DCCCD student Outlook account.

Classroom Etiquette

Your enrollment in this class indicates acceptance of the standards of conduct published in the current edition of the Eastfield College Catalog. As you are a college student, I consider you to be a responsible adult. Therefore, any disruptive behavior in the classroom is not accepted and will not be tolerated. No food or drinks are allowed in the classroom. All rules, regulations, and guidelines as listed and explained in the Eastfield College, Dallas County Community Colleges Catalog, (Code of Student Conduct) will be followed. It is important that you read the Code of Student Conduct carefully. Some specific expectations of you as a student are that you:

➢ Be on time and stay the entire class meeting.
➢ Turn off/silence cell phones and other electronic devices upon entering the classroom.
➢ Cease use of headphones/earbuds during class meetings unless otherwise directed by the instructor.
➢ Refrain from using cell phones and other electronic devices during the class meeting.
➢ Refrain from using the classroom computers and printers as well as personal computers/tablets/laptops for non-class related activities during class meetings.
➢ Refrain from sleeping during the class meeting.
➢ Help maintain a classroom atmosphere in which everyone can work without disturbance.
➢ Come prepared for each class meeting by having completed assignments.
➢ Bring required texts and other materials to each class meeting.
➢ Notify the instructor prior to a necessary absence.
➢ Do not bring food or drinks into the classroom.
➢ Use respectful verbal and body language toward all persons in the classroom.

Discussion Board Etiquette
Discussion boards are a significant part of almost any blended class. Therefore, it is important you practice proper discussion board etiquette at all times. When posting to the discussion board, you are expected to:
➢ Participate a minimum of three times per discussion board.
➢ Read and follow all directions carefully.
➢ Title your thread appropriately (meaning title it something that has to do with the prompt or topic).
➢ When responding to classmates or your instructor, include a greeting or salutation as you would with an email. This is both professional and courteous.
➢ Use tactful/courteous language with fellow students.
➢ Create an atmosphere where other students feel comfortable posting their responses.
➢ Provide constructive criticism to fellow classmates’ responses and essays.
➢ Refrain from using profanity or disrespectful language.
➢ When responding to classmates or your instructor, sign your name at the bottom of your response. This is both professional and courteous.
➢ Proofread assignments BEFORE posting.
➢ Respect the opinions of others even if you do not agree.
➢ “Flaming” or derogatory comments will not be tolerated. NO EXCEPTIONS.

Scholastic Honesty & Plagiarism—English Department Policy
Scholastic dishonesty…shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but is not limited to, cheating on a test or other coursework as assigned, plagiarism, and collusion.

“Cheating on a test” shall include, but is not limited to:
a. All forms of academic dishonesty, including but not limited to cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.
b. Copying from another student's test paper.
c. Using test materials not authorized by the person administering the test.
d. Collaborating with or seeking aid from another student, technological aid, or electronic resource during a test without permission from the test administrator.
e. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
f. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
g. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
h. Bribing another person to obtain an unadministered test or information about an unadministered test.

"Plagiarism" shall be defined as 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" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Scholastic 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 scholastic 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 on-line at the district website (https://www1 dcccd.edu/cat0608/ss/code.cfm).

**Consequences for Scholastic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism or of collusion
(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.

**Responsibility**

Each student shall be charged with notice and knowledge of the contents and provisions of the District’s policies, procedures, and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct.

**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)
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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| 1    | Introduction to Argument | **Before Wednesday Class:**  
**WRITE:** 1-page response to your choice of either essay. Use specific references to the text you choose to illustrate how the argument informs or convinces the reader.  
**LAUNCHPAD:** LearningCurve, Argument: Persuasive Appeals; Reading Comprehension Quiz on Joseph, *With Disney’s Moana, Hollywood Almost Gets It Right*; Reading Comprehension Quiz on Brown, *Activist Athletes* |
| 2    | Appeals and Logical Fallacies | **Before Mon Class:**  
**WRITE:** Using either assigned essay from the text, write 1–2 paragraphs identifying several instances where you see the author using emotional appeals in their argument. What is the effect on you as the reader?  
**LAUNCHPAD:** Reading Comprehension Quiz on D.K., *Shooting Guns*; Reading Comprehension Quiz on Rob Greenfield, *An Argument against Veganism...from a Vegan*  
**DUE:** First draft Essay #1- for Peer review  
**Before Wednesday Class:**  
**READ:** Chapter 4, Arguments Based on Facts and Reason: Logos, pp. 58–78, and Chapter 5, Fallacies of Argument, pp. 79–96.  
**WRITE:** 1–2 paragraphs identifying and explaining an example of someone making an argument using one of the logical fallacies you read about in the text. |
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| 3    | Visual Rhetoric and Types of Argument | **Before Monday Class:**
|      |       | READ: Chapter 14, Visual Rhetoric, pp. 346–62;
|      |       | WRITE: 1–2 paragraph response exploring the argument made by the visual images in Turner Consulting Group, *Racial Microaggressions Poster* or Dal’s *Questions*.
|      |       | **LAUNCHPAD:** Tutorial: Reading Visuals: Audience;
|      |       | Tutorial: Reading Visuals: Purpose
|      |       | **Before Wednesday Class:**
|      |       | WRITE: Complete first draft of Essay #1.
|      |       | **LAUNCHPAD:** Reading Comprehension Quiz on Hiltzik, *Don’t Believe Facebook: The Demise of the Written Word is Very Far Off*
| 4    | Types of Arguments + Select Research Topic | **Before Monday Class:**
|      |       | WRITE: 1–2 paragraph answer to the Respond question on p. 239.
|      |       | **LAUNCHPAD:** Reading Comprehension Quiz on Chapter 26 Privacy Cartoons.
|      |       | **DUE:** First draft Essay #2 - for Peer review
|      |       | **Before Wednesday Class:**
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<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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**LAUNCHPAD:** LearningCurve, Supporting Details  
**Before Monday Class:**  
**LAUNCHPAD:** LearningCurve, Supporting Details  
**Before Wednesday Class:**  
**WRITE:** In preparation for small group work in class, read the Respond question on p. 144, and bring 2 sample posts/articles to class to use in discussion.  
**DUE:** Essay #2 final version. |
| 6    | Finding Evidence, Evaluating and Documenting Sources | **Before Monday Class:**  
**READ:** Chapter 18, Finding Evidence, pp. 438–51; Chapter 19, Evaluating Sources, pp. 454–63.  
**WRITE:** Locate one possible source related to your research topic, annotate, and write a brief 1-paragraph summary of the article, and 1 paragraph explaining how the source is useful for your project  
**Before Wednesday Class:**  
**READ:** Chapter 20, Using Sources, pp. 464–83; Chapter 22, Documenting Sources, MLA Style, pp. 496–515; Chapter 26, Lindsay McKenzie, *Getting Personal about Cybersecurity*, pp. 698–701.  
**WRITE:** After reading the essay about cybersecurity, write 1 paragraph responding to the sources and |
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<td>evidence the author uses in her argument.</td>
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<td><strong>LAUNCHPAD:</strong> Tutorial: Do I Need to Cite That?; Video: Tracking Sources with Evernote and Zotero; LearningCurve, Summarizing</td>
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<td><strong>DUE:</strong> Essay #3 – Draft of Annotated Bibliography</td>
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<td>7</td>
<td>Research Projects</td>
<td><strong>Before Monday Class:</strong></td>
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<td><strong>READ:</strong> Chapter 15, Presenting Arguments, pp. 363–80.</td>
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<td><strong>WRITE:</strong> Using current work on your final research project, draft an outline of your presentation.</td>
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<td><strong>Before Wednesday Class:</strong></td>
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<td><strong>WRITE:</strong> Complete draft of researched argument outline</td>
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<td><strong>LAUNCHPAD:</strong> Videos: How to Cite in MLA Style; Reading Comprehension Quiz, King, <em>Redskins: Insult and Brand</em></td>
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<td><strong>DUE:</strong> Annotated Bibliography Final</td>
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<tr>
<td>8</td>
<td>Research Projects</td>
<td><strong>WRITE:</strong> Using current work on your final research project complete your argument essay.</td>
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<td><strong>WRITE:</strong> Abstract in Class.</td>
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<td><strong>DUE:</strong> Final Research essay</td>
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The instructor reserves the right to amend this syllabus as necessary.

10/21/19 Version