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Course Information
Course Title: Composition II
Course Number: English 1302
Section Number: 40641
Semester/Year: Spring | 2020 | 8-week 2
Credit Hours: 3
Class Meeting Time/Location C224 | M W | 5:30 - 6:50
Certification Date: 03/30/2020
Last Day to Withdraw: 05/01/2020

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**

- **Textbook**: TBD

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/.

- **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. 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.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>%Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>15%</td>
</tr>
<tr>
<td>Essays</td>
<td>40%</td>
</tr>
<tr>
<td>Researched Argument (Process to include peer editing)</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Final Grade**

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**Description of Graded Work**

**Journals:** The journals (600-word minimum) are formal, written arguments. Each journal includes at least three options, inspired by our reading passages. These offer students opportunities to practice using various writing modes and modeling different writing styles.

**Discussion Boards:** The discussion boards (500-word minimum) are formal, written arguments. These, too, include at least three options inspired by our readings. Students will be required to respond to two of their peers, offering feedback.

**Reading Responses:** Reading responses (600-word minimum) are analytical writing responses which analyze a reading passage, addressing an author’s purpose and writing style. These assignments are due before class begins, as our class discussion will focus on the readings.

**Essays:** Essays (1,000 to 1,200-word minimum) may require academic research, synthesis, and MLA documentation.

**Researched Argument:** The researched argument is a 2400-word minimum research paper, that requires in depth academic research, synthesis, and MLA documentation.

**Late Work Policy**

All work is due at the stated date and time on the syllabus. Late assignments receive zero credit. Remember, it is always better to turn-in something than to turn-in nothing.

Technical Issues: Because we submit most of our work electronically, internet accessibility is necessary, and home outages or computer problems do not excuse late work. Please plan accordingly. There are computers on campus, in public libraries, and at work, so if you save and backup your work often, you will be able to finish it on time. The only exception would be a documented eCampus malfunction. Acceptable documentation includes photographs of error messages and copies of email communication with technical support. In the event of technical issues, screenshots must be emailed to the instructor as evidence; burden of proof is on the student. You may also contact eCampus technical support and forward any messages they send you to me. **Tech support tickets do not automatically excuse late work**; I will review them and consider the issue.
However, because I understand that emergencies arise, I will permit you **one extension** for the semester. In order to use this one extension, you must inform me by email that you are using this extension. The assignment will then be **due within 48 hours** – no questions asked. Again, this is a **one-time emergency excuse**. Please, save it for a true emergency.

And finally, be a self-advocate and inform me when extenuating circumstances (i.e. medical emergencies, death of a family member, etc.) prevent you from submitting your assignments on time.

**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.

**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.

**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.

Academic Honesty & Plagiarism—English Department 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 published in the DCCCD Catalog at 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 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 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://www1dccc.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 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)

Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>Read “A Woman on the Street” by Jeannette Walls and “The Barrio” by Robert Ramirez</td>
<td>Mar. 25</td>
</tr>
<tr>
<td>Description</td>
<td>Complete DB#1</td>
<td>Mar. 29</td>
</tr>
<tr>
<td>Description</td>
<td>Complete peer responses for DB#1</td>
<td>Mar. 30</td>
</tr>
<tr>
<td>Illustration</td>
<td>RR#1 “If You Had One Day with Someone Who’s Gone” by Mitch Albom</td>
<td>April 1</td>
</tr>
<tr>
<td>Illustration</td>
<td>Read “Be Specific” by Natalie Goldberg and “The Busy Trap” by Tim Kreider</td>
<td></td>
</tr>
<tr>
<td>Illustration</td>
<td>Complete DB#2</td>
<td>April 5</td>
</tr>
<tr>
<td>Definition</td>
<td>RR#2 “What is Poverty” by Jo Goodwin Parker</td>
<td>April 6</td>
</tr>
<tr>
<td>Definition</td>
<td>Read “I Want a Wife” by Judy Brady and “Tortillas” by Jose Antonio Burciaga</td>
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<tr>
<td>Definition</td>
<td>Complete peer responses for DB#2</td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>Complete J#1</td>
<td>April 7</td>
</tr>
<tr>
<td>Definition</td>
<td>Definition Essay Work-day</td>
<td>April 8</td>
</tr>
<tr>
<td>Definition</td>
<td>E#1 definition essay due</td>
<td>April 12</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Read: “The Difference Between Sick and Evil” and “Neat People VS Sloppy People”</td>
<td>April 13</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Complete DB#3</td>
<td>April 14</td>
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<tr>
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</tbody>
</table>
| Compare and contrast | Peer Responses DB#3  
Begin Compare and Contrast Essay | April 15 |
| Compare and contrast | E#2: compare and contrast essay | April 19 |
| Cause and effect | Read and discuss: “C-Word in the Hallways” and “Save Your Sanity, Downgrade Your Life” by Pamela Paul | April 20 |
| Cause and effect | J#2 | April 21 |
| Cause and effect | RR#3 “How Boys Become Men” by Jon Katz  
Begin cause and effect essay | April 22 |
| Cause and effect | E#3 Cause and effect essay due | April 26 |
| Argument | “Is Google Making Us Stupid?” and “Reunion with Boredom” | April 27 |
| Argument | J#3 | April 28 |
| Argument | Begin research essay | April 29 |
| Argument | Research outline due | May 3 |
| Argument | Draft essay | May 4 |
| Argument | Continue composing draft | May 6 |
| Argument | Research Draft Due | May 10 |
| Argument | Peer Edit Drafts | May 11 |
| Argument | Research Argument Due  
No class meeting | May 13 |

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