Composition II Syllabus
Eastfield College

Instructor Information
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Course Information
Course Title: Composition II
Course Number: English 1302
Section Number: 49400
Semester/Year: Spring 2020 | Harvesterm 1
Credit Hours: 3
Class Meeting Time/Location: Online
Certification Date: Monday, January 27, 2020
Last Day to Withdraw: Wednesday, February 26, 2020

Course Prerequisites
ENGL 1301

Course Format
This is an online course. All course requirements 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:** A word processing program, such as MS Word or Google Docs and internet access

Please note: All supplies are due beginning week 2.

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essay #1</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Discussions and Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Proposal</td>
<td>5%</td>
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</table>

**TOTAL: 100%**

Final Grade

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Essay #1</td>
<td>Rhetorical analysis</td>
</tr>
<tr>
<td></td>
<td>➢ Length: 1000-1200 words not including heading, title, and Works Cited</td>
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<tr>
<td></td>
<td>➢ Format: Must follow MLA style—12-point font, times new roman, double</td>
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<td></td>
<td>spaced, 1-in margins, proper headings</td>
</tr>
<tr>
<td></td>
<td>➢ Source limit: 1 source (minimum--primary source) You must include a</td>
</tr>
<tr>
<td></td>
<td>Work(s) Cited page and use correct MLA format for in-text citations.</td>
</tr>
<tr>
<td>Essay #2</td>
<td>Position Paper</td>
</tr>
<tr>
<td></td>
<td>➢ Length: 1000-1200 words not including heading, title, and Works</td>
</tr>
</tbody>
</table>
### Category | Explanation
--- | ---
Cited | Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
Source limit: 1 source (minimum) You must include a Work(s) Cited page and use correct MLA format for in-text citations.

**Research Paper**

Academic Research Paper (Problem/Solution Proposal Paper)  
Length: 1100-1300 words not including heading, title, and Works Cited  
Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
Source limit: 5 sources (minimum—two must be peer reviewed, scholarly articles from Eastfield’s library databases, such as Academic Search Complete or Opposing Viewpoints. You must include a Work(s) Cited page and use correct MLA format for in-text citations.

**Discussions and Quizzes**

Students will complete discussions over readings from the textbook; students will analyze professional arguments in preparation for writing their own. Discussion boards will be graded on initial posts (content development) and minimum two classmate responses (content and development—please keep in mind that “agreeing” or “disagreeing” is not going to get you credit; you need to explain and develop why you agree or disagree. Additionally, complimenting your classmate’s post is not a response.) Initial posts are worth 50% of the grade, and each classmate response is worth 25% of the grade. Points will be deducted for excessive mechanical errors.

Quizzes will be completed on LaunchPad over chapter readings (Learning Curve).

**Annotated Bibliography**

In preparation for the academic research paper, students will complete an annotated bibliography.  
Length: 100-125 words per entry  
Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings  
Source limit: 3 of the minimum 5 sources you plan to use for your research paper, one of which must be a peer-reviewed, scholarly article from Eastfield’s library databases, such as Academic Search Complete or Opposing Viewpoints.

**Research Proposal**

In preparation for the academic research paper, students will complete a research proposal.  
Length: 250-500 words  
Format: Must follow MLA style—12-point font, times new roman, double spaced, 1-in margins, proper headings

### Attendance and Your Final Grade

Students who are successful in this course log in to eCampus **daily**. Your attendance is verified not only by logging in but also participating in the course by completing...
assignments. To be certified in this course, you must participate by completing a minimum of one assignment before the certification date. Valid documentation must be provided for “absences,” e.g. a doctor’s note. If valid documentation is provided, the student may contract with the professor regarding missed assignments. It is up to the professor’s discretion whether or not to contract based on the validity of the documentation provided.

**Late Work Policy**

No late work is accepted in this course. If valid documentation (e.g. a doctor’s note) is provided, the student may request to contract with the professor regarding missed assignments from an absence. It is up to the professor’s discretion whether or not to contract based on the validity of the documentation provided.

**Other Course Policies**

**Technical Issues**

Because we turn in much of our work electronically, internet accessibility is mandatory, meaning home outages or computer problems do not excuse late work. Please plan accordingly. In the event of technical issues, screenshots (PrtSc, Ctrl+v) 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. I will review them and consider the issue. Tech support tickets do not automatically excuse late work; each situation will require assessment. In extenuating cases, consideration is given if documentation of the error can be provided by you or by eCampus technical support.

**Assignment Feedback**

Feedback on final drafts of essays will be provided on eCampus via attached rubrics and instructor comments. It is your responsibility to check this feedback and apply it to your writing. In other words, any comments given on a final draft should be applied to the next essay assignment, thereby showing your growth as a writer and improving your reading/writing skills.

**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.
Please note: Any of the following writing expectation errors will result in your essay not being graded. If an essay is not graded, it automatically earns a zero. Essays will not be graded if:

- They do not meet length requirements (minimums or maximums).
- They are not submitted through SafeAssign.
- They do not follow directions regarding topic or rhetorical mode.
- They contain excessive mechanical and/or formatting (MLA) errors. Excessive is determined by the professor.
- They are submitted in a file type that is not compatible with eCampus and cannot be opened. Alternately, they are submitted in a file type that cannot be accessed for whatever reason (e.g. corrupt file, file with virus, etc.)
- They are not submitted as an attachment (i.e. do not submit a link to your paper or copy and paste your paper onto eCampus).
- They are not submitted in a format that can be edited.

Email Communication

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

- Make sure your email address is complete and accurate. If you need to update your email address, go to eCampus, click on “My DCCCD.” Then go to “Tools” and click on “Personal Information.” Change your email address and hit submit.
- Check to make sure that your junk mail or bulk mail filters do not delete or reroute emails sent from the user group in eCampus. Be especially careful with this if you are using a Yahoo! or Hotmail account.
- PLEASE MAKE SURE THAT YOUR EMAIL IS CURRENT.
- Whenever you email your instructor, be sure that you include your first and last name, your course and section number, and a clear and concise communication or question. This way your instructor can quickly identify emails from you in his/her inbox.
- Check your email daily to keep up with course correspondence.
- Emails will generally be responded to within 24-48 hours, if not sooner.
- Emails sent after 5 p.m. or on Saturdays will not be responded to until the next day.
- 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.**
- Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The 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.

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. Alexander Hamilton ENGL 1302-49400.
- 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 Etiquette**

Discussion boards are a significant part of almost any hybrid 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.

Intentionally and substantially interfering with the freedom of

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://www1dcccdd.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.

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>Unit/Topic</th>
<th>Readings and Assignments</th>
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</table>
| **Unit 1: Rhetorical Analysis** | **Associated Readings:**

Variations:

- *Everything’s an Argument (EAA)* chapters 1-6
- "With Disney’s Moana, Hollywood Almost Gets It Right: Indigenous People Weigh In" by Alli Joseph (EAA pgs. 537-542)
- “An Argument against Veganism…from a Vegan” by Rob Greenfield (EAA pgs. 609-614)

**Assignments:**

- **Thursday, January 23, by 11:59 p.m.**
  - Discussion Board (DB) 1
- **Thursday, January 30, by 11:59 p.m.**
  - LaunchPad (LP): Argument: Persuasive Appeals Quiz
  - LP: Argument: Overview of Reading and Writing Arguments
  - LP: Argument: Reasoning and Logical Fallacies
  - LP: Argument: Topic, Purpose, and Audience
  - LP: Critical Reading
- **Sunday, February 2, by 11:49 p.m.**
  - DB2
- **Thursday, February 6, by 11:59 p.m.**
  - DB3 (peer review)
- **Sunday, February 9, by 11:59 p.m.**
  - Essay #1 final draft
<table>
<thead>
<tr>
<th>Unit/Topic</th>
<th>Readings and Assignments</th>
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<tr>
<td><strong>Unit 2: Position Paper</strong></td>
<td><strong>Associated Readings</strong> EAA chapters 7-8</td>
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<td>“Activist Athletes” by Sarah Brown (EAA pgs. 765-770)</td>
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<td><strong>Assignments</strong></td>
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<td>Thursday, February 13, by 11:59 p.m.</td>
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<td>- DB4</td>
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<td>- LaunchPad (LP): Argument: Arguable Claims</td>
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<td>Thursday, February 20, by 11:59 p.m.</td>
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<td>- DB5 (peer review)</td>
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<td>Sunday, February 23, by 11:59 p.m.</td>
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<tr>
<td></td>
<td>- Essay #2 final draft</td>
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<tr>
<td><strong>Unit 3: Research Paper</strong></td>
<td>(Problem/Solution Proposal Paper)</td>
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<td><strong>Associated Readings</strong> EAA chapters 12, 17-22</td>
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<td>“Shooting Guns: It’s Rather Fun Actually” by D.K. (EAA pgs. 544-546)</td>
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<td>“Redskins: Insult and Brand” by C. Richard King (EAA pgs. 544-566)</td>
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<td></td>
<td><strong>Assignments</strong></td>
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<td>Thursday, February 27, by 11:59 p.m.</td>
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<td></td>
<td>- DB6</td>
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<td>- Research Proposal</td>
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<td>Sunday, March 1, by 11:59 p.m.</td>
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<td>- LP: Supporting Details</td>
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<td></td>
<td>- LP: Working with Sources: MLA</td>
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<td>- DB7</td>
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<td>Thursday, March 5, by 11:59 p.m.</td>
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<td>- Annotated bibliography</td>
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<tr>
<td></td>
<td>Monday, March 9, by 11:59 p.m.</td>
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<td></td>
<td>- DB8 (peer review)</td>
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<tr>
<td></td>
<td>Wednesday, March 11, by 11:59 p.m.</td>
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<tr>
<td></td>
<td>- Research paper final draft</td>
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</tbody>
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**Important Dates**

- Tuesday, January 21: Harvstem 1 begins
- Monday, January 27: Certification date
- Wednesday, February 26: Drop date
Thursday, March 12: Harvester 1 ends

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

10/21/19 Version