Composition II

English 1302-63019

Spring 2020

January 22 – May 16

Professor: Angela Drummond-Mathews
Email: adrummond@dcccd.edu (Unless you and I have previously agreed that I will accept it, any assignment submitted to this address will be deleted without being read).
Office Phone Number: 214-860-8891
Office Number: W71
Office Hours: 3:30-4:30M-TH
Room Number: W258
Meeting Times: TR 2:00-3:20PM
Credit Hours: 3
Division: ARCO
Office Hours: 7:30 AM – 4:00 PM
Office Phone: 214-860-8783
Office Location: E40

Course Description: Composition II is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is placed 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.

Course Pre-requisites: English 1301 and have met Texas Success Initiative (TSI) standard in reading and writing

Core Objectives:
- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility Skills** – to include the ability to connect choices, actions and consequences to ethical decision-making

**Student Learning Outcomes**

After successful completion of this course the student should be able to:

- Demonstrate knowledge of individual and collaborative research processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g. APA, CMS, MLA, etc.).

**Communication Policy:** My office is in the same building as this class; you are always welcome to come by and visit; however, please let me know when you are coming by, so I can make sure I am going to be there. In other words, if you come by unannounced, do not get your feelings hurt if I am not there or unable to see you because of other obligations. One of the best ways to communicate with me is through email. Please include the class you are in and the meeting time(s). This way I can look at my notes and reply with the best answer.

**Course Materials/Supplies Needed**

- Notebook for taking notes
- Planner/Calendar for writing down assignments
- Merriam-Webster dictionary app (free) or paper copy
- Other texts and media provided electronically
- USB Drive (Flash/Thumb) with a minimum of 4 GB

**Course Outline:**

**Welcome to English 1302**

Some of you come into this class with the sincere intention of becoming better writers. More, I suspect, come to this class with the intention of fulfilling a requirement. Regardless, I will teach this class as if every student is a member of the former category. This class will resemble an informal writer's workshop. Unlike conventional classes, where you write solely for the teacher and you never see your classmates' work, each essay you write for English 1302 is written for--and critiqued by--the other members of the class, not just me. The editing will occur in class. Editing involves writing comments, linear notations, and an overall response (we will talk more about this soon). When everyone in your group has edited your essay, you will rewrite your essay. I will assign a grade to your final draft.
Why so much editing?

Peer editing enables you to learn from--and teach--every person in the class. It allows you to benefit from other's strengths and allows them to benefit from yours. You will learn from each other's mistakes and learn to notice your own mistakes before they make it into your final draft. Peer editing makes you publicly responsible for your prose. When answerable to an attentive audience for every sentence you write, you inevitably take greater pains crafting their phrasing and content. Peer editing ensures that you will have a great deal of feedback on each paper you write. It helps you get to know your classmates and creates a collaborative atmosphere beneficial to everyone.

Assignments

You will complete 3 research projects in this class consisting of essays with annotated bibliographies and team projects. You will learn to use eCampus and post writing assignments there. You will complete in class writing assignments. You will edit your classmates' papers. You will complete a visual analysis essay. You will complete a semester project to be completed at the end of the semester. I reserve the right to modify these assignments whenever I suspect that the class is not working up to its potential.

Each student will also write 5-10-item annotated bibliographies. Five of the items in your annotated bibliography must be sources used in your essay. Each annotated bibliography will include at least one book, one periodical, one electronic source, and one source listed under "Other Sources" in the handout you will receive. At least one source must be a bibliography.

The units are as follows:

Research Project 1: Race

Research Project 2: Gender

Research Project 3: Politics

Daily Assignments: Each week we will have one or more writing assignments. There will be at least 12 of these.

Semester Project: Part 1. For our semester project, we will be acting as fully engaged citizens by playing ‘fantasy congress.’ You probably have heard of fantasy football or baseball, right? You choose your team from among players in the league, and based on their performance statistics, you win or lose points. The fantasy team with the most points at the end of the season wins. That is how we will be playing our ‘fantasy congress’ game. The class will be split into four groups. Coincidentally, these will be the same groups you use for classwork and peer editing. As a team, you will choose which members of congress you will ‘draft’ into your team. Each member will receive points on his or her performance during the ‘season’ represented by
our semester. Each week you will check the stats of the congresspeople in your team and tally the score for your team. We will keep a leaderboard as a shared Google document. At the end of the semester, we will see which team will win a prize of extra credit points.

**Part 2:** You will choose one of your major essays to revise into a letter which you will send to a congressperson. You will need to change the format of the essay and add whatever rhetorical strategies you think might persuade your audience. During the last week of class, you will edit with your peers, print, sign, and mail the letter.

**Extra Credit Assignment:** You will receive one percentage point of extra credit for attending a poetry reading, fiction reading, or a lecture by a guest speaker on or off campus when you write a brief response essay (at least 250 words) about the event. Post extra credit on eCampus.

**Participation:**
This class will consist of Socratic discussion and group work. You will be expected to participate in class discussions.

**Attendance:**
Because you are dependent on your classmates to help you improve your paper and because they are dependent on you for the same, I am imposing a strict attendance policy. Once you have missed seven hours of class time, you will be in danger of failing the class. It is unfair to ask the other students to spend their time and effort on your papers if you cannot or will not respect them enough to do the same.

**Late Policy:**
Late work is NOT accepted, ever. It must be submitted on the day it is due or before. In the case of a certified health emergency (Documents must be submitted to verify this), please inform me, and we will arrange a makeup work plan. Understand that appointments are NOT synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

**Makeup Exam Policy:** N/A

**Grading:**
I will grade you on your projects, class activity, editing, and daily assignments. The grading scale will be 60% projects, 10% Visual Analysis, 10% Semester Project, and 20% daily work (to include homework, classwork, quizzes, editing, and any other assignments).

The percentage for the Projects grade may be broken down as follows:
Project 1 Race:
10%.................Essay 1 (5-7 pages)
05%...............Annotated Bibliography for Essay 1
05%...............Podcast (Team project)
Project 2 Gender:
10%.................Essay 2 (5-7 pages)
05%...............Annotated Bibliography for Essay 2
05%...............Video (Team project)
Project 3 Politics:
10%.................Essay 3 (5-7 pages)
05%...............Annotated Bibliography for Essay 3
05%...............Intelligence Squared Debate (Team project)
Total Projects Grade: 60%

Φ I reserve the right to refuse to grade an assignment that is not turned in using the proper format. All assignments must be in MLA style. This requirement includes but is not limited to the following rules:

- 1 inch margins
- 12 point Times New Roman font
- Double spacing
- Word count in the heading
- No cover page
- Page numbers
- Title: centered, one space away from first line and heading

The following writing errors are not acceptable:

- Run-on sentences [fused sentences or comma splices]
- Sentence fragments
- Spelling errors
- Agreement Errors
- Faulty Predication or mixed constructions
- Verb errors

A paper or homework exhibiting one of these errors will receive a grade of MR (Mandatory Rewrite) and lose 10 points for each day that it takes you to revise. This list may grow as we discuss grammar rules during the semester. If we discuss a rule in class, you may no longer make an error regarding that rule.

Classroom Etiquette
Please mute cell phones. Do not eat in class. You may bring in beverages if they can be sealed with a lid.
**Academic Honesty**

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.

If you plagiarize any assignment you will receive a 0 on the assignment. Repeat offenders will be referred for disciplinary action.

**Disability Statement:** If you have a disability please visit the office of Disability Services to determine your needs.

**Institution Policies:** Please visit www.mountainviewcollege.edu/syllabipolicies for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).

**Spring Academic Semester, 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Notes</th>
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<tr>
<td>January 20 (Monday)</td>
<td>Dr. Martin Luther King, Jr. Day - Holiday</td>
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<tr>
<td>January 21 (Tuesday)</td>
<td>Classes Begin</td>
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<tr>
<td>February 3 (Monday)</td>
<td>12th Class Day (Certification Date)</td>
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<td>February 27 - 28 (Thu</td>
<td>Professional Development Days -- Thursday and Fri</td>
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<td>Friday)</td>
<td>day classes will not meet. Friday evening, Saturday and Sunday classes will meet.</td>
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<td>March 2 (Monday)</td>
<td>Classes Resume</td>
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<td>March 16-20 (Monday</td>
<td>Spring Break - College buildings and offices will</td>
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<td>thru Friday)</td>
<td>be closed for the week.</td>
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<td>March 23 (Monday)</td>
<td>Classes Resume</td>
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<tr>
<td>April 10 (Friday)</td>
<td>Holiday</td>
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<td>April 13 (Monday)</td>
<td>Classes Resume</td>
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<td>April 16 (Thursday)*</td>
<td>Last Day to Withdraw*</td>
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<td>May 11-14 (Monday thru</td>
<td>Final Exams</td>
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<td>Thursday)</td>
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<td>May 14 (Thursday)</td>
<td>Semester Ends</td>
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<tr>
<td>May 18 (Monday)</td>
<td>Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office.</td>
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<td><strong>Class Meeting Outline:</strong> Lesson Plans</td>
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| **Week 1** | Course Intro  
Set up Groups  
Fantasy Congress  
Critical Thinking  
Discuss Sagan and Tyson | View Elements of Critical Thinking  
Read Sagan and Tyson |
| **Week 2** | Critical Thinking  
SQ3R  
Note-Taking | Read Online Articles  
Discussion questions  
Fantasy Congress |
| **Week 3** | Ethos, Pathos, Logos, Kairos  
Assign Visual Analysis | Read Online Articles  
Discussion questions  
Fantasy Congress |
| **Week 4** | Forms of Argument  
Visual Analysis Brainstorming  
Visual Analysis Prewriting | Read Online Articles  
Discussion questions  
Fantasy Congress |
| **Week 5** | Fallacies  
MLA Style  
Visual Analysis Peer Editing | Read Online Articles  
Discussion questions  
Fantasy Congress  
Visual Analysis Due |
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit 1 Race</th>
<th>Research</th>
<th>Readings on Race Fantasy Congress Rhetorical Analysis</th>
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<tr>
<td></td>
<td>Rhetorical Precis Discuss Readings</td>
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<td>Week 6</td>
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<td>Week 7</td>
<td>Unit 1 Race</td>
<td>Discuss Readings</td>
<td>Readings on Race Fantasy Congress Rhetorical Analysis</td>
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<td>Research Writing</td>
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<td>Annotated Bibliographies</td>
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<td>Week 8</td>
<td>Podcast Presentations Unit 1 Race Drafting and Outlining</td>
<td>Unit 1 Race Annotated Bibliography Due Fantasy Congress</td>
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<td>Unit 1 Race Peer editing</td>
<td>Unit 1 Race Essay 1 Due</td>
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<td>Week 9</td>
<td>Unit 2 Gender</td>
<td>Using Statistics</td>
<td>Readings on Gender Fantasy Congress Rhetorical Analysis</td>
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<td>Discuss Readings</td>
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<td>Week 10</td>
<td>Unit 2 Gender</td>
<td>Discuss Readings and videos Review Toulmin Argument</td>
<td>Readings on Gender Fantasy Congress Rhetorical Analysis</td>
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<td>Review Annotated Bibliographies</td>
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| Week 11 | Video Presentations  
Unit 2 Gender Drafting and Outlining  
Unit 2 Gender Peer Editing | Unit 2 Gender  
Annotated Bibliography 2 Due  
Fantasy Congress  
Unit 2 Gender Essay Due |
|---|---|
| Week 12 | Unit 3 Politics and War  
Review Rogerian Argument  
Discuss readings and videos | Readings on Politics and War  
Obama and Reagan  
Fantasy Congress  
Rhetorical Analysis |
| Week 13 | Unit 3 Politics and War  
Discuss Readings | Readings on Politics and War  
Fantasy Congress |
| Week 14 | Oxford Style Debate  
Drafting and Outlining  
Peer Editing | Unit 3 Politics and War  
Annotated Bibliography Due  
Fantasy Congress  
Unit 3 Politics and War Essay 3 Due |
| Week 15 | Essay Revisions as Letters to Congress  
Peer Editing  
Fantasy Congress Winners | |
| Week 16 | No Final Exam! | |