Instructor Information
Name: Miranda G. Gilliam
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Office Location: Bishop Dunne Catholic School, Room 410
Office Hours: Mondays, 3:05-3:45; Thursdays, 3:05-3:45

Course Information
Course Title: Composition 2
Course Number: ENG1302
Section Number: ENGL1302-63807
Semester/Year: Spring 2020
Credit Hours: 3 hours
Class Meeting Time/Location: A Block: Mondays: 8:00-8:40 / Wednesday/ Friday: 11:35-1:25

Certification Date: January 27, 2020
Last Day to Withdraw: April 16, 2020

Course Prerequisites
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
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:
Students will:
Read and discuss American literature.
Be able to write persuasive arguments, and synthesis essays that properly use MLA formatting.
Be able to identify an author’s purpose by analyzing the persuasive appeals the author uses.
Successfully write an essay discussing an author’s tone, purpose, and the rhetorical devices the author uses in his/her stories or essays.
Become lifelong readers.

**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**
*In Cold Blood*, Truman Capote
*The Things They Carried*, Tim O’Brien
3 Ring Binder
Pens, pencils, high lighters
Loose leaf paper
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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Major Assignments (tests, essays, projects)</td>
<td>6@ 100 points each</td>
<td>600 points</td>
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<tr>
<td>Minor Assignments (daily assignments, homework, in class assignments)</td>
<td>12 @ 30 points each</td>
<td>360 points</td>
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<tr>
<td>Listening and Speaking in class</td>
<td>2@20 points</td>
<td>40 points</td>
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<tr>
<td>Dual Credit Essay</td>
<td>1@100 points</td>
<td>100 points</td>
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Summary of Graded Work:
TOTAL: 1,200 points

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
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Final Grade

Description of Graded Work
Minor Assignments: Will include, but is not limited to, in class work, reading checks, outlines, in class timed writings, reading journals, Socratic seminars, and quizzes. The class will offer a variety of assignments throughout the semester that will address students’ needs and help master the skills needed for English IV.

Major Assignments: Multiple choice passage using rhetorical analysis skills, and multiple papers (argument timed writing, synthesis paper, individual research paper, and a critical analysis paper).

Other writing assignments: Annotated bibliography; precis assignment

Oral presentations: Daily poem activity and group presentation

AP Students: Students in B Block will focus much of the second semester on preparing for the AP test. Besides the activities mentioned below, students will all take MC practice test; and write many argument, rhetorical analysis, and synthesis papers.

Attendance and Your Final Grade
Attendance is expected.
Three tardies equal one absences.
If you are absent, it is your responsibility to make up any worked missed.
You have two days to make up quizzes and tests.

Late Work Policy
Late work is not accepted.
Major assignments may be redone; however, a student must show a “reasonable”. Students can earn up 1/2 points from their original grade up to a 93.

Other Course Policies
Students must have their required text in class.

No phones in class.

Institutional Policies
Mountain View Institutional Policies
(http://www.mountainviewcollege.edu/syllabipolicies)
## Course Schedule

### Topics, Readings, and Assignments

<table>
<thead>
<tr>
<th>Weekly Assignments</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;1/6-1/10</td>
<td>Minor #1: TED talk – what is the speaker's argument?&lt;br&gt;Minor #2 Argument paper: What do you consider “overrated” and why? Class timed writing</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;1/13 - 17</td>
<td>Check #1 and #2: Begin reading and discussing creative non-fiction writing; passage analysis; begin discussing synthesis paper.</td>
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<tr>
<td><strong>Week 3 – 4</strong>&lt;br&gt;1/20 – 1/24&lt;br&gt;1/27 – 1/31</td>
<td>Thesis statements; topic sentences; outlines, and conclusions; embedding quotes; MLA format; Major grade #1 due, annotated bibliography. Minor #3 Outline for synthesis paper due.</td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;2/3 – 2/7</td>
<td>Minor #3 Looking at a writer’s craft: Truman Capote’s In Cold Blood. The purpose of repetition, parallel structure, and appositive. Major #2 due: Synthesis paper – statues, monuments, and museum.</td>
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<tr>
<td><strong>Week 6</strong>&lt;br&gt;2/10 – 2/14</td>
<td>Minor #3: ICB discussion groups; field trip to see 1917; cont. discussion over the write’s craft – connecting structure to text. Minor #4: ICB rhetorical analysis quiz pages. 1-183</td>
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<tr>
<td>Weekly Assignments</td>
<td>Readings &amp; Assignments</td>
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| **Week 7**  
2/17 – 2/21 | Minor #4 ICB paragraph  
Begin group work for ICB topic presentation.  
IRR using 8 lenses and team presentation.  
Each group will choose its own topic. |
| **Week 8**  
2/24 – 2/28 | ICB research for Individual Written Report (using 8 lenses); library time |
| **Week 9**  
3/2 – 3/6 | Minor #6: ICB quiz Sections 1-3  
Checks: Turn in outline / rough draft of Individual;  
Major #3 individual research reports due;  
Minor #7 Begin working on group presentation |
| **Week 10**  
3/9 – 3/13 | Major #4 Group presentations;  
Major #5 ICB rhetorical analysis MC test (TBD) |
| **Week 11**  
3/23 – 3/27 | Junior retreat; Introduce poetry assignment;  
background information, The Vietnam War;  
assign The Things They Carried. |
| **Week 12**  
3/30 – 4/3 | Minor #8 Discuss various short stories in TTTC; first quiz;  
Minor #9 Daily poems (each student is to present one poem, write a critical analysis for the piece analyzing the poem's structure) |
| **Week 13**  
4/6- 4/10 | Daily poems;  
Cont. to discuss TTTC;  
Look at writer's craft – how to tell a story. |
| **Week 13**  
4/13-4/17 | Daily poem;  
Minor #10 NPR compare / contrast activity; |
<table>
<thead>
<tr>
<th>Weekly Assignments</th>
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<tbody>
<tr>
<td>Continue. to discuss TTTC.</td>
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<tr>
<td>Introduce precis for critical analysis paper over TTTC</td>
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<tr>
<td>Minor #11 and #12 are TBD depending on discussion, needs of the class, and time in class</td>
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<tr>
<td>Week 14 4/20-4/24</td>
<td>Research and work on critical analysis paper;</td>
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<td>Week 15 4/27 – 5/1</td>
<td>TTTC critical analysis rough draft due</td>
</tr>
<tr>
<td>Week 16 5/4- 5/8</td>
<td>Major #6: TTTC critical analysis paper due</td>
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<tr>
<td>Week 17 5/11 – 5/15</td>
<td>Timed writing for final exam</td>
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<tr>
<td>Week 18 5/18-5/22</td>
<td>Prep for final exam</td>
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<tr>
<td>Week 19 5/25 – 5/29</td>
<td>Final exam</td>
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