ENGLISH 1302 Syllabus
Richland College

Instructor Information
Name: Rebecca Sader
DCCCD Email: RebeccaSader@dcccd.edu
Office Phone: 972-238-6140
Office Location: ACCESS Center (C110)
Office Hours: By Appointment
Division Office and Phone: L208, 972-238-6943

Course Information
Course Title: English Composition II
Course Number: ENGL 1302
Section Number: 83004
Semester/Year: Spring 2020
Credit Hours: 3 hrs
Class Meeting Time/Location:
Certification Date: 02/03/2020
Last Day to Withdraw: 04/16/2020

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
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 successful completion of this course, students will complete the following:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
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. **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
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.

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1: Summary/ Analysis/Response</td>
<td>20 pts</td>
</tr>
<tr>
<td>Essay 2: Persuasive</td>
<td>20 pts</td>
</tr>
<tr>
<td>Essay 3: Research</td>
<td>25 pts</td>
</tr>
<tr>
<td>Annotated Bibliography (Essay 3)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Rough Drafts (3)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Peer Reviews (3)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Research Essay Conference</td>
<td>5 pts</td>
</tr>
</tbody>
</table>

**TOTAL: 100 pts**

Final Grade

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

Essay 1: Summary-Analysis-Response Essay

Length: 3-4 pages (not including Works Cited) in MLA format (12-point Times New Roman font, double spaced).
Source limit: One (1) source minimum
You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.

You will write a summary/analysis/response essay on a selected essay (a list of options will be provided). The purpose of this assignment is to think and write critically about a text.
You must include a thorough summary of what the writer says; however, summary should only be a small portion of your essay. To begin the analysis, look at the different rhetorical writing strategies, such as the writer’s backing of a claim, use of evidence, logic (or logical fallacies), address of counterarguments, organizational strategies, style, humor, and/or tone. You must have a clear thesis. In a summary-analysis-response essay you might, for example, write a thesis that addresses what you consider to be an important rhetorical technique of the writer or discuss a few of the central strategies used by the writer to structure the article. You might focus on the writer’s appeals and diction. Whatever strategies you select, you should concentrate on developing your argument/thesis about the essay, using evidence from the text and insight from your response to support your claim. Your response should include a discussion of the strengths and/or weaknesses of the essay in achieving its purpose.

Essay 2: Persuasive Essay

Length: 4-5 pages (not including Works Cited) in MLA format (12-point Times New Roman font, double spaced).
Source limit: Four (4) sources minimum. One (1) source should be from the counterargument viewpoint.
You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.

You will choose a topic that is related to an issue connected to the Bill of Rights (the first ten (10) amendments of the Constitution). The purpose of this assignment is to think and write objectively and critically in order to persuade an audience. You should use different rhetorical writing strategies, evidence, logic, and other types of appeals that you believe will effectively persuade the audience to your viewpoint. You must address
counterarguments and refute them while maintaining a persuasive style and tone. You should concentrate on developing your argument using evidence from your sources and insight from your stance to support your claim. Remember, this is not an opinion essay, so your personal feelings regarding the topic should not be a focus of the essay.

Essay 3: Research Paper
Length: 6-7 pages (not including Works Cited) in MLA format (12-point, Times New Roman font, double-spaced).
Source limit: Four (4) scholarly and three (3) popular sources (7 sources total)
You must include a "Works Cited" page and use correct MLA format for in-text (parenthetical) citations.
You will write a research paper that examines a current topic related to a Constitutional amendment. You may not use the same topic from Essay 2. You must connect your topic to the Constitution and support your thesis with credible sources. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject and that displays your research into the issue and its counterarguments. This is not an opinion essay. Your essay should effectively use primary and secondary source materials (in summary, paraphrase, and cogent quotations), and should reach logical, substantiated conclusions based on well-organized and well-supported claims.

Annotated Bibliography:
MLA format for bibliography (12-point, Times New Roman font, double-spaced). This is also an important step in the research process. Once you have selected your topic, you need to find sources to support your argument. The Research paper assignment requires you to use seven (7) sources: four (4) scholarly sources and three (3) popular sources. The annotated bibliography helps you to briefly summarize your sources and to identify how these sources will be synthesized into your paper. Each annotation should be approximately 100-150 words. For each bibliography entry you need to include:
- A complete and correctly MLA formatted entry.
- A brief summary of the source’s main arguments (in paragraph format).
- An explanation of how you will use the source in your research paper.
Rough Drafts (3):

For each major paper you will submit a rough draft for review. The rough draft allows me to give you suggestions for improving your paper. The rough draft is due electronically on the class assignment link and must be submitted the class period before the peer review.

Peer Reviews (3)

Peer reviews allow you to get feedback from your targeted audience (other college students) before you submit your final drafts. You will do a peer review for each major paper. I will provide a rubric for each essay assignment for the review. On peer review day you will bring a printed copie of your essay rough draft. I will distribute rough drafts and rubrics to the class for review. If you do not bring a printed copy you will not be allowed to stay for review and you will lose the points for that review; you will also be counted as absent for that class period. Be sure to print your paper before class begins. **Do not be late on peer review day.** Tardiness causes problems with the review process and can possibly result in your not being able to participate. **Reviews cannot be made up.**

Conference for Final Essay

The research essay conference allows you to get additional feedback on your work (from me) before your final submission. At the conference you need to bring a printed copy of your final essay, the rubric that you received at peer review, and any questions or concerns you have about the essay. I do not line edit or pre-grade your paper, so please do not ask me. Please remember to bring all the items to your conference since you will meet with me individually to discuss your paper.

Attendance and Your Final Grade

Attendance will be taken at every class meeting. There are no “excused” or “unexcused” absences, just absences. **More than six (6) absences will result in an F for the course.** If you are involved in a school-sanctioned activity or sport (baseball, soccer, debate) that requires you to be absent from class, I need a calendar or email from the activity sponsor (coach, professor, etc) indicating what days you will be out for the event. Please provide this within the first two (2) weeks of the semester.

If you experience a catastrophic event (such as a grave illness), you might qualify for a withdrawal (from all your classes) without penalty—see an academic dean for assistance in this matter.
Late Work Policy

I DO NOT accept late work— All assignments must be turned in according to the instructions for that assignment. All major papers must be submitted electronically via the class page link BEFORE the deadline. Papers submitted via e-mail, in hard copy, or in any other manner (in faculty mailbox, with faculty secretary, etc.) will be not be accepted.

NOTE: If you wait until the last minute to submit your work it is possible that it will not post in time, as it does take a bit of time for your paper to load into the system. If you miss the submission deadline, you miss it (and the grade points). Please manage your time carefully and allow yourself ample time to complete the writing and submission process—I recommend that you wait no later than 10:30 PM to begin the submission process to ensure there are no problems.

In-class writing assignments and group work done in class cannot be made up.

Other Course Policies

Participation

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other electronic devices for personal messaging, research, or entertainment.

Because peer reviews, workshops, and conferences are only effective if everyone participates fully, you must bring the assigned materials for workshops, conferences, and peer review days in order to participate. Any student who does not bring the necessary materials to workshop, conference, or peer review days will be asked to leave and will be counted absent for that class.

Attendance at individual conferences is mandatory. Failure to attend the scheduled conference will result in the loss of points for that paper conference and will count as three (3) absences since conferences take place over three (3) class periods. Conferences and Peer Reviews cannot be made up.

Communicating with me

The best way to reach me is by email. When you send me an email, please include the following:

A salutation (Dear Professor Sader)

The class name and number (English 1302.83004)

A statement that clearly tells me why you are emailing me and what you want.

Your name
I do not adhere to the philosophy that we should be electronically available at all times. Therefore, please note that I check my email throughout the day and around 9:00 pm on weeknights. On Friday evening I check my email around 6:00pm and do not check it again until Sunday evening around 9:00 pm. I normally respond to emails within 24 hours.

**Classroom Etiquette**

Turn off or silence and store all cell phones, laptops, and other electronic devices before the start of class. We will occasionally use technology in class, and I will tell you when you may use your devices. Do not use such devices during class unless directed to do so. If your cell phone rings during class, I will answer it and take a message; if my cell phone rings during class, I will expect one of you to answer it and take a message.

This class is based in logic and rhetoric, so I expect you to participate in class discussions. Please remember to engage respectfully with others who may not hold the same position or opinion as you.

You may bring a drink to class as long as it is in a cup with a lid; however, eating is not permitted in the classroom.

Please refrain from gathering your materials before class ends. This behavior disrupts the learning environment and can result in students missing important information or instructions for the next class period.

**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. 
[Richland Institutional Policies](http://www.richlandcollege.edu/syllabipolicies)

**Course Schedule**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27-1/31</td>
<td>Responding Critically to Sources</td>
<td>Pgs. 34-46; pgs 49-51</td>
</tr>
<tr>
<td>2/3-2/7</td>
<td>Understanding the Basics of Argument</td>
<td>Pgs. 71-77; pgs. 81-87&lt;br&gt;Certification date: Monday, 2/3</td>
</tr>
<tr>
<td>2/10-2/14</td>
<td>Writing Effective Arguments/ Evaluating Arguments</td>
<td>Pgs. 99-106; pgs. 107-111&lt;br&gt;Pg 202</td>
</tr>
<tr>
<td>2/17-2/21</td>
<td>Induction, Deduction, Analogy, and Logical Fallacies</td>
<td>Pgs. 151-160; pgs. 162-166&lt;br&gt;<strong>ROUGH DRAFT DUE: WEDNESDAY, 2/19</strong>&lt;br&gt;(By 11:59 pm through class page link)&lt;br&gt;<strong>PEER REVIEW: FRIDAY, 2/21</strong> (in-class)</td>
</tr>
<tr>
<td>2/24-2/28</td>
<td>The Position Paper: Persuasive Arguments</td>
<td>Pgs. 210-213&lt;br&gt;<strong>ESSAY 1 DUE: WEDNESDAY, 2/26</strong>&lt;br&gt;(By 11:59 pm through class page link)&lt;br&gt;<strong>NO CLASS: Friday, 2/28</strong></td>
</tr>
<tr>
<td>3/2-3/6</td>
<td>Locating and Using Sources</td>
<td>Pgs. 263-277&lt;br&gt;Library visit: Friday, 3/6  (Meet in the library lobby)</td>
</tr>
<tr>
<td>3/9-3/13</td>
<td>Avoiding Plagiarism</td>
<td>Pgs. 281-284, plagiarism quiz</td>
</tr>
<tr>
<td>3/16-3/20</td>
<td>SPRING BREAK</td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>3/23-3/27</td>
<td>Writing the Research Paper</td>
<td>Pgs. 287-294&lt;br&gt;<strong>ROUGH DRAFT DUE: WEDNESDAY, 3/25</strong>&lt;br&gt;(By 11:59 pm through the class page link)&lt;br&gt;<strong>PEER REVIEW: FRIDAY 3/27</strong> (in-class)</td>
</tr>
<tr>
<td>3/30-4/3</td>
<td>MLA Formatting: in-text</td>
<td>Pgs. 313-316&lt;br&gt;<strong>ESSAY 2 DUE: FRIDAY, 4/3 (by 11:59pm)</strong>&lt;br&gt;(By 11:59 pm through the class page link)</td>
</tr>
<tr>
<td>4/6-4/10</td>
<td>MLA Formatting: Works Cited, Avoiding Plagiarism</td>
<td>Pg. 318&lt;br&gt;HOLIDAY: Friday, 4/10</td>
</tr>
<tr>
<td>4/13-4/17</td>
<td>Effective Introductions and paragraphs</td>
<td>Last day to Withdraw: Thursday, 4/16</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4/20-4/24 | Effective Conclusions | **ROUGH DRAFT DUE: WEDNESDAY, 4/22**  
(By 11:59pm through the class page link)  
**PEER REVIEW: FRIDAY, 4/24** (in-class) |
| 4/27-5/1   | Conference Week               | **FINAL ESSAY CONFERENCES**  
**ANNOTATED BIBLIOGRAPHY DUE: FRIDAY, 5/1**  
(By 11:59pm through the class page link) |
| 5/4-5/8     | Revising the Paper: Revision Workshop | **ESSAY 3 DUE: FRIDAY, 5/8**  
(By 11:59 pm through the class page link) |
| 5/11-5/15  | FINALS WEEK                   | **FINAL: Wednesday, May 13**                                 |