English 1302 Syllabus
Richland College

Instructor Information
Name: Deborah K. Stephens
DCCCD Email: debstephens@dcccd.edu
Office Location: English Corner
Office Hours: 11:15AM-12:20 PM or by Appointment
Division Office and Phone: School of Communications 972-761-6825

Course Information
Course Title: Composition II
Course Number: ENGL 1302
Section Number: 83012
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: 10:10 AM-11:05AM Del Rio 163
Certification Date: February 3, 2020
Last Day to Withdraw: April 16, 2020

Required Course Materials
No textbook is required. All readings are provided or are online.
Access to ENGL-1302-83012 class page at eCampus (eCampus.dcccd.edu).
A notebook for in-class work, pens, and highlighters.
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.

Course Prerequisites
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
Upon successful completion of this course, students will:
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

### Graded Work

#### Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
</table>
| Assignment 1: Analytical Exercise—:  
1A: Genre & Stakeholder Analysis | 5% |
| Assignment 2: Rhetorical Summary Portfolio—:  
2A: Summary & Response Essay | 10% |
| Assignment 3: Reseached Argument—Includes:  
3A: Annotated Bibliography | 10% |
| 3B: Research Paper Outline | 10% |
| 3C: Research Paper Draft | 5% |
| 3D: Final Draft Research Paper | 10% |
| Assignment 4: Rhetorical Analysis of Visuals Includes:  
4 : Rhetorical Analysis of Visual Property | 10% |
| 4A: Rhetorical Analysis Presentation | 5% |
| Discussion Boards & Reflections | 10% |
| Workshops & Peer Reviews | 20% |
| Final | 5% |
| **Total :** | **100%** |

#### 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

Essays: There are three essays employing skills that will prepare you for your research paper and your final presentation. Each essay allows you to explore some element of the class theme food-energy-water and expands on general knowledge.

Discussion Boards and Reflections: The discussion boards and reflections will cover a variety of subjects dealing with the theme and are a way to stimulate thinking and offer a way to discuss different perspectives.

Research Paper: The research paper is composed of four parts and is worth 35% of your grade.

Peer Reviews: Will require thoughtful and insightful review and comments on a partner’s essay that will help the student revise his paper before it is submitted for a grade.

Attendance and Your Final Grade
Your success depends upon good attendance. Students are expected to attend all class meetings for the entire period, without exception. There is no distinction between excused and unexcused – you’re either here, or you’re not. As much of class time is spent practicing new skills and working in groups, it is impossible to “make-up” classes. You must attend class to make sure you have all of the information you need to be successful in the course, as many of the concepts presented in class (and for which you are responsible) are not included in a text. In addition, class activities can’t be made up. But more importantly, if you are absent, you will not be practicing and receiving feedback on assignments designed to prepare you for the major papers.

Of course, on occasion, circumstances (illness, for example) sometimes cause you to miss class. In these cases, you are allowed THREE days without deduction from your grade. HOWEVER, your COURSE GRADE drops by a ½ letter grade for each additional absence beyond three. If you have an extenuating circumstance (prolonged illness, family emergency) that requires you to be away from class, please contact me immediately—not after the fact-- to discuss assignments you may be allowed to complete while absent. You cannot complete assignments missed without previous notice of that extended absence.
If you are in your seat, but not “here” (sleeping, texting, unprepared, or otherwise disengaged), you will be marked absent. If you leave early, you will use an absence.

****After SIX ABSENCES (2 weeks of class) you will automatically FAIL the course. ****

**Late Work Policy**

All professionals must contend with deadlines. Therefore, I do not accept late work unless we make an arrangement beforehand. If you have an extenuating circumstance, you must contact me in advance. If you are participating in a school-sanctioned event or religious holiday or observance, you should complete any missed work in advance or arrange an extension. Any late work may result in a 10 point per day deduction from your grade for every day your work is late.

**Other Course Policies**

**Coming to Class Prepared**

Being prepared not only positively affects the classroom community, but it allows you to encourage, support, and learn from each other. Being prepared means that you have completed the assigned reading for the day, you bring rough drafts when required, you bring completed worksheets or homework when required, and you’re ready to talk. If you are not prepared to work, you cannot participate to the fullest,

**eCampus and Class Communication**

You will find all of our course materials on eCampus. This includes the syllabus, calendar, assignment prompts, campus resources, and additional readings. I recommend that you check eCampus every day to ensure you are prepared for class. All assignments will be submitted and graded electronically through eCampus. Your document must be submitted as a WORD document (either .doc or .docx) or a PDF for you to view comments. Do not submit googledocs or other file types as they often will not open for grading. I will be using campus email to communicate with you throughout the semester, so be sure to check your Richland email frequently. I will answer brief, clarifying questions via email on Monday-Friday from 8:30 AM-5:30 PM. Questions that require discussion or a lengthy response should be asked in class or during office hours. Please allow 24 hours for an email response. Your email should include a
specific subject line, an opening salutation (‘Dear Ms. Smith’), context for your email, a closing with your name (‘Thank You, James’), and practice using standard English conventions, as email correspondence is a rhetorical situation. All emails should be in formal language and format.

Grading Policy Pertaining to emails
Per Richland policy, I do not send any graded work or discuss grades through email. Grades will be posted regularly in eCampus. All major assignments will include a summative comment that shows up in your grades as well as detailed comments through New Box (accessible through eCampus). It is your responsibility to check your grades regularly and contact me if you have any questions. I cannot discuss grades through email. It is your responsibility to check your comments and contact me ASAP if you are unable to open a graded document.

Classroom Behavior
The content of this course involves the exchange of ideas some of them sensitive and some of them hotly contested. It is quite possible that at some point you will disagree with your classmates or me. To encourage dialogue across difference, critical thinking, and intellectual growth, I adopt philosophy professor Patrick Stokes’ approach to classroom engagement, discussion, and critical thinking:

“I’m sure you’ve heard the expression ‘everyone is entitled to their opinion.’ Perhaps you’ve even said it yourself, maybe to head off an argument or bring one to a close. Well, as soon as you walk into this room, it’s no longer true. You are not entitled to your opinion. You are only entitled to what you can argue for.”

Should a topic of conversation arise in which you want to express your disagreement or opinion, practice using reasons, evidence, and experience to support your statement. Avoid statements like “well, that’s just my opinion” as phrases like that one do not encourage conversation in the classroom, our own intellectual growth, or ability to use evidence to support our ideas.

Off-limit comments and behaviors include shutting other people down, harassing other people, bullying other people, or making disparaging remarks toward people’s culture, ethnic group, race, age, disability, gender identity, religion, and/or
sexual orientation. See the Student Code of Conduct for more explanation about Richland’s expectations for behavior.

All cell phones should be turned off and stowed in your backpacks **at all times**.

**Academic Integrity**
We take academic integrity seriously. Academic integrity means that no one will use another’s work as their own, including some else’s ideas, someone else’s words, or someone else’s graphics. The course will adhere to the Academic Integrity Policy. The Student Code of Conduct defines plagiarism this way:

> “Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken.”

If you plagiarize in your work, you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the Richland. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct [https://alt.richlandcollege.edu/conduct](https://alt.richlandcollege.edu/conduct).

Examples of academic dishonesty include passing off another student’s work as your own, copying and pasting sections from the Internet or another student’s work into your paper without proper formatting and citation, writing a paper together with a student in another class, or submitting a paper in this class that was written for or submitted in another class.

Final drafts of any assignment that demonstrate evidence of academic dishonesty, whether intentional or unintentional, will be given a grade of 0. If you plagiarize on any one major assignment, you can earn no higher than a C in the course regardless of the final grade calculation; in other words, if you cheat on an assignment and it drops you from an A to a B, you will still receive a C in the course. If you cheat and your grade falls from a C to a D, you will receive a D. If you are caught plagiarizing or cheating on more than one assignment in this course (including minor assignments), you will automatically receive a failing grade for the course.

**Course Drop Date**
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course, which is **April 16th** this semester. Please see the list of Important Dates on the Academic Calendar webpage at [https://alt.richlandcollege.edu/academiccalendar/](https://alt.richlandcollege.edu/academiccalendar/).

**Help with Writing**
- The English Corner: Located in Bonham 228, you can receive supplemental instruction and free tutoring from qualified English instructors. No appointment is necessary. The English Corner is also a study area. Check the website for hours and more information. [https://alt.richlandcollege.edu/englishcorner/](https://alt.richlandcollege.edu/englishcorner/).
- The Writing Center: Located in Medina 216, you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. [https://alt.richlandcollege.edu/writing/](https://alt.richlandcollege.edu/writing/).
- Online Writing Lab (OWL) at Purdue University: Visit OWL for additional help with writing. [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/).

**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)

**This syllabus is subject to change, at any time, at the instructors prerogative.**
# Course Schedule

## Listing of Topics by Unit by Week

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Close &amp; Critical Reading</strong></td>
<td>1A: Genre &amp; Shareholder Analysis; Processes to identify genre and shareholders based on rhetorical triangle. (author, text, and audience--based on context)</td>
<td>January 22 - February 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2: Rhetorical Summary Portfolio</strong></td>
<td>2: Critical reading and annotations of two of three selected articles. 2A: Rhetorical Summary &amp; Response</td>
<td>February 5 - February 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 12 - February 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 8 - March 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 22 - April 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 5 - April 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rhetorical Analysis of Visuals</strong></td>
<td>4: Rhetorical Analysis of a visual property &amp; design presentation. 4A: Presentation of a rhetorical analysis of visual.</td>
<td>April 17 - May 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 4 - May 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Discussion/Course Dialog</strong></td>
<td>Different topics depending on weekly theme discussions</td>
<td></td>
</tr>
<tr>
<td><strong>Workshops &amp; Peer Reviews</strong></td>
<td>Dependent on assignments due</td>
<td></td>
</tr>
</tbody>
</table>