English 1302 Syllabus
Richland College

Instructor Information

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Division Office and Phone: School of World Languages, Cultures & Communications, Lavaca 208, 972-238-6943

Course Information

Course Title: Composition II
Course Number: ENGL 1302
Section Number: 83033
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: T-R, 8:00 - 9:20 AM, B147
Certification Date: Monday, February 3rd, 2020
Last Day to Withdraw: Thursday, April 16th, 2020

Required Course Materials

Supplemental readings will be provided by the professor via email and eCampus. Assigned readings should be easily accessible for you at each class period so you can reference the texts in discussion.

You will also need a ruled notebook, pen, and/or pencil. These materials can be found in the English Corner for free. You will retain information best during the class period if you take handwritten notes. There have been numerous studies on this issue; I think we owe it to the scientists involved to benefit from their expertise.
Course Prerequisites
Prerequisite Required: ENGL 1301

Course Description
As human beings, we are distinguished from other species by our cognitive capacities—namely, our capacity for symbol. We take in our surroundings, make rapid assessments of the world in which we live, and then use our capacity for symbol to recreate that world for others. Language comprises our primary network of symbols—meaning that, when we choose to recreate our unique perception of the world for others, we often do it with language. Language frames our thinking, dominates our communication, and enables us to create an “external network of knowledge”—a metaphorical space wherein we gather and share the things we have learned as a community, as a generation, and as a species.

In Composition II, students will learn to harness the power of language and its symbolic capabilities. By examining the basics of grammar, narrative, rhetoric, and audience, students will gain the tools necessary to create and identify effective composition. Students will use this knowledge to practice writing effectively in multiple mediums. The semester will culminate in a research paper (8-10 pages) on a topic of the student’s choosing.

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**

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>
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<th>Percentage</th>
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<tbody>
<tr>
<td>In-class participation</td>
<td>20%</td>
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<tr>
<td>Smaller writing assignments</td>
<td>20%</td>
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<tr>
<td>Textual analysis paper</td>
<td>10%</td>
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<tr>
<td>Expository essay</td>
<td>10%</td>
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<tr>
<td>Persuasive research paper</td>
<td>10%</td>
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<tr>
<td>Artistic response paper</td>
<td>10%</td>
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<tr>
<td>Journal</td>
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<tr>
<td>Final presentation</td>
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**Final Grade**

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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A grade of A will be given for work demonstrating superior command of the concepts introduced and the language used to articulate the exploration thereof.

A grade of B will be given for work demonstrating a good command of the concepts introduced and the language used to articulate the exploration thereof.

A grade of C will be given for work demonstrating knowledge of the concepts introduced and a solid attempt to clearly articulate and explore those themes.

A grade of D will be given for work demonstrating tentative knowledge of the concepts introduced and a somewhat clumsy articulation and exploration of those themes.

A grade of F will be given for work that fails to demonstrate a student’s understanding of the concepts OR his/her ability to articulate that knowledge effectively in writing.

Description of Graded Work

You will be assigned supplemental readings. ALL assigned readings will be found on eCampus and via email prior to assignment. You will need to print your readings, prompts, and completed assignments. If you have extenuating circumstances that prevent you from printing, please let the professor know as soon as possible so alternate arrangements may be made.

You will have six major projects during the course:

1. Journal - In the journal, you will write your responses to the written prompts provided at the beginning of each class period. Your responses should demonstrate that you are thinking critically about the topics and excerpts presented for consideration.

2. Artistic Response - At some point during the course of the semester, you will be required to attend an artistic performance of some kind—music, dance, or theatre—and write a 2-page response detailing your experience. This response can be creative, but must include the event you attended, the date and time of said event, and why you chose that particular event.

3. Textual Analysis Essay - Your textual analysis essay is a 2-3 page analysis of the effectiveness of the linguistic elements that comprise your chosen text. You will have the opportunity to choose from three provided texts.

4. Expository Essay - Your expository essay is a 3-5 page examination of a topic of your choosing, and should indicate proficiency in research and analysis.

5. Persuasive Essay - Your persuasive essay is your final research paper, an 6-8 page argument in which you pick a side for an issue about which you’re particularly passionate.

6. Final Presentation - Your final presentation is a 5-minute recreation of your persuasive essay for your classmates. This presentation should demonstrate a consideration of audience and the ability to condense and reform your findings in a palatable fashion. After your presentation, you will answer questions posed by your classmates. Your grade will include your ability to respond to those questions competently and thoroughly.

The class will also include a number of smaller, 1-2 page responses for which you are responsible. The only way to improve as a writer is to read the work of experts and to WRITE—and so write we shall.

Attendance and Your Final Grade

Attendance is mandatory, and attendance will be taken at every class. You are expected to attend every class for the entire class, because your participation in this class is essential for both your growth and the growth of your fellow classmates. Discussion is as beneficial as YOU choose to make it. Please come to every class prepared to engage. You get out what you put in.

You are allowed two excused absences. You are allowed zero unexcused absences. Tardies and/or early exits will count toward your two excused absences. We cover a lot of material in class; if you do not attend, you will find it difficult to succeed. Should you have to miss, be late to, or leave early during a class for any reason, you should indicate your reasons to me in writing via email prior to the class you
miss. Reasons for excused absences include prior academic commitments, a job interview, a family emergency, etc. If an emergency arises that makes you late or causes you to have to leave early, you must notify me of your circumstances as soon as possible, or your grade will reflect your lack of attendance. If you exceed the allotted absences, your participation grade will lower one letter with every additional absence. **If you miss more than four (4) classes in this 16-week term, you will fail the course.** If you know you will have to miss a class, you are still responsible for the work assigned at that class period, and you will be expected to turn in any written assignments that follow by their assigned due date.

**Late Work Policy**

Assignments are due in physical format in class on the specified date. Your major papers should be via hard copy in class and via eCampus before 11:59 PM CST on the specified date. All of your major papers must be submitted via eCampus so they can be examined for plagiarism by SafeAssign. **You may not submit your major papers via email.**

Late work is not accepted, and late assignments will not receive feedback from the professor. You are encouraged, however, to finish EVERY assignment regardless of whether or not it will be late. You may have the opportunity to receive credit for completed assignments toward the end of the semester. There is no guarantee of credit.

**Other Course Policies**

1. You are more than welcome to eat or drink water in class as long as it does not distract from your ability to participate effectively in discussion. You are responsible for any mess you make with your food, and you will be expected to clean up after yourself. Occasionally, food will be provided for you. Please email the professor about any food allergies that may put you in danger if snacks are provided.

2. **NO CELL PHONES ARE ALLOWED IN CLASS.** If the professor sees 1 student texting or otherwise engaging in phone use during a class discussion, the professor will add a page to everyone’s upcoming paper. Please encourage your classmates to abide by this rule so the group does not have to suffer the consequences of one individual’s insatiable desire to go rouge, scroll through Instagram, or open a friend’s untimely Snapchat. If you pull out your phone during another student’s final presentation, a point will be removed from your final presentation.

3. The respect of one’s fellow classmates is mandatory. THERE ARE NO BAD IDEAS; there are only ideas that can be examined from multiple angles to draw more fruitful conclusions. At various points over the course of the semester, we will be evaluating each other’s linguistic contributions in a workshop format. Appreciation of your fellow students’ capabilities and respect for the effort with which they have created their product is THE non-negotiable component of a successful workshop. We are all colleagues in learning, and everyone’s opinion is valuable. Please come to class each week with an open mind, an open heart, and a strong desire to leave your phone on the floor or in your bag.

**Academic Honesty**

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 [http://www.richlandcollege.edu/conduct](http://www.richlandcollege.edu/conduct).

Papers found to be produced by plagiarism will be returned with a grade of 0. You will not be able to re-do the assignment.
You, the student, are expected to write all assignments. Should you require assistance with your written assignments, you can schedule an appointment with your professor. You can also visit the English Corner. You may NOT invite other students, friends, or relatives to write your assignments for you.

**Help with Writing**
- **The English Corner**: Located in Bonham 228, where 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. [http://www.richlandcollege.edu/englishcorner/](http://www.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. [http://www.richlandcollege.edu/writing/](http://www.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/)

**Academic Progress**
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check the following link for more details: [http://richlandcollege.edu/admissions/advise-register/](http://richlandcollege.edu/admissions/advise-register/).

**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**

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<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Introduction &amp; Syllabus</th>
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<tbody>
<tr>
<td><strong>Tuesday, January 21st</strong></td>
<td>Presentation of the syllabus and introductions, discussion of teacher/student contract, introduction to the English Corner.</td>
<td>Homoework: Read, print, and annotate “Professor Jacob Neusner Defines the Social Contract between Teacher and Student.” On the back of the printed copy, write the main idea of the speech, something therein with which you agree, and something with which you disagree.</td>
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<tr>
<td><strong>Thursday, January 23rd</strong></td>
<td>Discussion of Neusner, exploration of the professor/student contract for the semester, and a brief introduction of our grammar unit.</td>
<td>Homework: Read, print, and annotate the excerpt on symbol from Ian Tattersall’s <em>The World from Beginnings to 4000 BCE</em>. Identify what you believe to be the most salient quotation from the assigned pages.</td>
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<tr>
<td><strong>Tuesday, January 28th</strong></td>
<td>Discussion of Ian Tattersall’s musings and how our capacity for symbolic thought affects our use of and reliance on language.</td>
<td>Homework: Read, print, and annotate “Construct Crisp and Clear Sentences” from Marcia Dennis’s <em>Effective Business Writing</em>. Do the exercise on sentences and bring to class for credit on Thursday.</td>
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<tr>
<td><strong>Thursday, January 30th</strong></td>
<td>An in-depth examination of grammar, including punctuation, diction, syntax, and parts of speech.</td>
<td>Homework: Read, print, and annotate the excerpt on getting started from Anne Lamott’s <em>Bird by Bird</em>. Write a 2-page response paper describing your favorite song to someone who has never heard it before.</td>
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**Tuesday, February 4th**  
**The Power of Proofreading**  
*Activities:* Brief discussion of Anne Lamott, followed by a detailed grammar review and an in-class quiz.  
*Homework:* Write a rough draft of a letter delineating something that’s been weighing on your mind. Consider this an opportunity to share with your professor something you may feel as though you can’t share with other people in your life.

**Thursday, February 6th**  
**Citation Station**  
*Activities:* An in-depth review of template writing and MLA format—including in-text and post-script citations.  
*Homework:* Read the excerpt from James W. Pennebaker and Joshua M. Smyth’s *Opening Up by Writing It Down.* Using the template provided via eCampus and email, proofread and format your letter. You will need to bring a printed copy to class on Tuesday. Unless your letter includes content that leads the professor to believe you may harm yourself or someone else, NO ONE but the professor will see the content of your letter.

**Tuesday, February 11th**  
**Breakdown: Text, Symbol by Symbol**  
*Activities:* Brief discussion of Pennebaker and Smyth, followed by a detailed reading of Rudyard Kipling’s “If” as a group.  
*Homework:* Read, print, and annotate Patrick Henry’s rousing speech, “Give Me Libery or Give Me Death.”

**Thursday, February 13th**  
**Crafting a Thesis**  
*Activities:* Discuss Henry’s speech and the effective rhetorical devices therein.  
*Homework:* Read William Faulkner’s speech on writing to the Nobel Prize Banquet. Identify what you perceive to be the three most important quotations therein and bring them to class on Tuesday.

**Tuesday, February 18th**  
**Advanced Analysis**  
*Activities:* Discuss Faulkner’s speech and the effective rhetorical devices therein, then go over in great detail the expectations for the textual analysis essay.  
*Homework:* Work on your textual analysis essay.

**Thursday, February 20th**  
**Fact vs. Opinion: The Great Debate**  
*TEXTUAL ANALYSIS ESSAYS ARE DUE IN CLASS.*  
*Activities:* Read Jennifer Egan’s “Facts Still Exist.” Determine three facts and three opinions within the essay. Write these down and craft an MLA citation for Egan’s article using Google and MLA format. Submit by the end of class.  
*Homework:* Using the information presented in class, you will draft and submit a proposal (1-5 sentences) for your expository essay.

**Tuesday, February 25th**  
**The Hunt for Expert Opinions**  
*Activities:* Explore different ways to find sources, and examine the difference between primary and secondary sources.  
*Homework:* Find sources for your expository essay. You will need 5 in total—2 primary sources, and 3 secondary sources.

**Thursday, February 27th**  
**NO CLASS - P.D.**  
*Homework:* Submit an annotated bibliography for your expository essay that includes your five sources, alphabetized by the author’s last name in MLA format, and your thesis statement.

**Tuesday, March 3rd**  
**Narrative Arc & Jane Schafer Format**  
*Activities:* Discussion of collective vs. individual identity, storytelling, the human condition, and audience. Presentation of Jane Schafer format, with concrete details and commentary.
Homework: Draft a paragraph of your persuasive essay using Jane Schafer format, print it, and bring it to class on Thursday.

Thursday, March 5th
Activities: We will conduct a more thorough examination of Jane Schafer format, and you will have the opportunity to volunteer your paragraphs as tribute. Also, a presentation of the funnel introduction and the conclusion.
Homework: Work on your expository essays.

Tuesday, March 10th
Activities: Revision of expository essays. Bring the rough draft of your expository essay to class; we’ll meet in the computer lab to work on essays, and I will be available for individual questions for the entirety of the period.
Homework: Complete your expository essays.

Thursday, March 12th
Activities: Free-writing assignment and feedback session.
Homework: Have a great spring break!

Tuesday, March 17th
Homework: None. You’re welcome.

Thursday, March 19th
Homework: SPRING BREAK

Tuesday, March 24th
Activities: An introduction to the persuasive essay, with persuasive arguments by your professor. Also, a disclaimer about the potential sensitivity of persuasive topics.
Homework: Using the information presented in class, you will draft and submit a proposal (1-5 sentences) for your persuasive essay.

Thursday, March 26th
Activities: Introduce and find examples of the three most prominent persuasive approaches.
Homework: Read Dr. Martin Luther King’s “I Have a Dream” speech, print, and annotate. Identify what you perceive to be the three most salient quotations. Are you convinced by his rhetoric? Why or why not?

Tuesday, March 31st
Activities: An in-depth, robust discussion of Dr. King’s speech, including the literary devices he employs to achieve his desired effect.
Homework: Work on your persuasive paper’s bibliography. You will need 10 sources this time, and 4 will need to be primary sources. Revise your proposal if need be.

Thursday, April 2nd
Activities: Bring your paper topic to class and be prepared for the question exercise. Discuss the “although” thesis statement for the persuasive paper.
Homework: Read Toni Morrison’s speech to the Nobel Prize Banquet, print, and annotate. Create an annotated bibliography for your persuasive paper, complete with your “although” thesis statement. Print and bring to class on Tuesday.

Tuesday, April 7th
Activities: Examine Toni Morrison’s unorthodox acceptance speech and discuss her rhetorical devices. Explore the opportunities for revising the thesis as part of your research process.
Homework: Work on your persuasive papers.

Thursday, April 9th
Activities: A review and exploration of Jane Schafer format as a springboard for writing the persuasive paper and addressing the counterargument.
Homework: Create a narrative arc for your persuasive paper that includes your thesis, argument, counterargument, and conclusion. Work on your persuasive paper.

Tuesday, April 14th
Activities: Discuss narrative arc for arguments and emphasize establishing credibility as a writer.
Homework: Read a current text of the professor’s choosing, print, and annotate. Come prepared on Thursday to pick a side and defend it.

Thursday, April 16th
Activities: Mock trial with a presentation of textual evidence.
Homework: Work on your persuasive papers.

Tuesday, April 21st
Activities: We will meet in the computer lab to work on your persuasive essays, and I will be available for individual questions.
Homework: Using the feedback from your time in the lab, complete your persuasive papers.

Thursday, April 23rd
PERSUASIVE PAPERS ARE DUE IN CLASS.
Activities: The professor will give an example of a persuasive presentation, allowing time for questions about how the persuasive presentations will go.
Homework: Work on your final presentation.

Tuesday, April 28th
Activities: Final presentations.
Homework: Work on your final presentation.

Thursday, April 30th
Activities: Final presentations.
Homework: Work on your final presentation and finish your artistic response paper.

Tuesday, May 5th
ARTISTIC RESPONSE PAPER IS DUE IN CLASS.
Activities: Final presentations.
Homework: Journals are due on Thursday. You will be responsible for all entries, whether you were present in class or not.

Thursday, May 7th
JOURNALS ARE DUE IN CLASS.
Activities: Final presentations.
Homework: Work on final presentations.

Tuesday, May 12th
Activities: Final presentations.
Homework: Verify that any and all outstanding work is completed.

Thursday, May 14
Activities: Any remaining presentations, the last lecture, class party.
Homework: Have a wonderful summer break!

Final Presentations, Day 1
Final Presentations, Day 2
Final Presentations, Day 3
Final Presentations, Day 4
Final Presentations, Day 5

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

ABOVE ALL in this class, you must be kind to and respectful of one another. Everyone’s voice is important—especially in this class. We will be exploring argument techniques, but this does not give anyone the right to patronize, harass, or otherwise disparage fellow students. If you do stoop to a level where you make another student feel belittled or uncomfortable, you will be asked to leave the classroom. I am excited to take this compositional journey with you, and I look forward to a productive and inspiring semester.