English 1302 Syllabus
Richland College

Instructor Information
Name: Henna Ahmed
DCCCD Email: hennaahmed@dcccd.edu
Office Location: C-110
Office Hours: Email me to make an appointment.

INSTRUCTOR AVAILABILITY:
My goal is for you to be successful in this class; therefore, I am here to assist you in any way that I can. Although I am not on campus full time nor do I have an office on campus, I can be reached by phone, by email, by appointment, and before or after class.

• Email Policy: I will respond to emails within 24 hours during the week and within 48 hours on the weekend.

Course Information
Course Title: Composition 2
Course Number: ENGL 1302
Section Number: 83034
Semester/Year: SPRING 2020
Credit Hours: 3
Class Meeting Time/Location: 8am-9:20am T/TH in C212
Certification Date: Feb. 3rd
Last Day to Withdraw: April 16th

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.

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

**Course Materials**

- Journal or Notebook Paper
- USB (To save essays/files)
- Access to a computer (Students may bring their laptop to class)

**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>Percentage</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>3 @ 20% each</td>
<td>60%</td>
</tr>
<tr>
<td>In-class papers/ minor writing assignments/ homework</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Discussions</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**TOTAL: 100%**

**Final Grade**

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
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</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

Essay #1: Rhetorical Analysis

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay, choosing one presentation from TED Talks’s website. The purpose of this assignment is to think and write critically about a text. The skills you use in this exercise also apply to the image you analyze for your visual analysis essay and the research you use in your Academic Argument essay. In this paper, analyze an essay selected from list a list of essays provided by your instructor.

To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of the first two sections (Critical Thinking and Reading and Critical Writing) of our text that we have covered and other writing strategies we have discussed in class, 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. Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis about the article you choose and elements of its rhetoric. You might, for example, write a thesis that addresses a single important technique of the writer, a few of the central strategies used by the writer to structure the article, or the effectiveness or ineffectiveness of the essay in achieving its purpose for a particular audience, using selected criteria. It is also fine to have a nuanced thesis that does not conclude the essay is entirely good or entirely bad.

Remember that these pieces are composed by published, respected writers who have quality to their writing; at the same time, you may find gaps in the writing, disagree with the logic or approach, or find significant concerns that are not addressed by the piece. While you may include a very brief summary of what the writer says, summary should only be a small portion of your essay. You should concentrate on developing your argument/thesis about the essay, using evidence and insight to support your claim. The essay should include a Work or Works Cited page. Be sure to proofread your essay for technical errors.

Length: 3-4 pages (Not including Works Cited) in MLA format, 12-point font, double-spaced. You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.
**Essay #2: Academic Argumentative Paper**

In this assignment, write an essay that examines an issue of importance within your academic discipline. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject, displays your research into its issues, effectively uses source material (in summary, paraphrase, and cogent quotations), and reaches logical, substantiated conclusions based on well organized and subordinated claims.

At least five sources (three scholarly and two popular) must be cited in the final draft of your Academic Essay. Your drafts are expected to contain a cogent, well-formed argument based on that preliminary work and to be presented in the MLA style, which is a required, graded element of this assignment.

Here are some example topics you may use:

1) Choosing a particular field, such as education, medical, technology, or business, consider what major changes (3-5 changes) have occurred in the last 10-20 years. Are these changes for the better or for the worse? Once the essay finishes considering what exactly these changes are, consider what may have caused these changes.

2) Find a topic, issue, or problem within your field that interests you. Researching publications, organizations, and related sources, consider why is it of interest to you. How does it affect your field in the present? How might it affect your field in the future?

3) **Or if you don’t know much about your field yet,** you may propose your own topic. Just keep in mind that it needs to be a topic that you can contribute to based on the research time and page length. Some topics that would **not** work include: global warming, illegal immigration, gun control, the death penalty, abortion, and nationalized health care. These topics are not only broad for an essay of this length, but are already well debated, often with emotional arguments that make them unsuitable for an objective, reasoned essay.

Length: **4-6 pages** (Not including Works Cited) in MLA format, 12-point font, double-spaced. You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations

**Essay #3: Literary Analysis Essay: American Literature**

Students are asked to write literary analysis essays because this type of assignment encourages you to think about **how and why** a poem, short story, novel, or play was written. To successfully analyze literature, you’ll need to remember that authors make
specific choices for particular reasons. Your essay should point out the author’s choices and attempt to explain their significance.

Another way to look at a literary analysis is to consider a piece of literature from your own perspective. Rather than thinking about the author’s intentions, you can develop an argument based on any single term. You’ll just need to use the original text to defend and explain your argument to the reader.

**Length: 6-8 pages** (Not including Works Cited) in MLA format, 12-point font, double-spaced. You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.

**Discussion Board:** Students will participate in several discussion board forums during the semester. These forums can be found under the “Discussion Board” tab in eCampus. Each forum will be based on an assigned reading. Students will be required to make an initial post of at least 300 words. This initial post should be considered a formal writing assignment. After the initial posts are complete, students will return to the forum and reply/respond to two posts made by their classmates, replies are required to get the full grade. These replies should be at least 150 words each.

**In Class Essays:** Reader Responses/One pagers.
A topic will be provided on the day of the assignment.

**In Class warm ups:** These warm ups count as attendance grades.

**Minor writing assignments and homework** will include in-class writing prompts, readings and activities as well as homework assignments.

**Quizzes:** After readings, there will be a few short quizzes throughout the semester.

**Attendance and Your Final Grade**
At the beginning of every class, I will have a writing prompt that will count as an attendance grade. This is how I will take roll. I will give only 10 minutes to complete the writing prompt every morning. If you miss it, you are considered tardy. Two tardies equal one absence. Do not be late! Participating in discussions and in class work is impertinent to achieving a higher grade.
Late Work Policy

**No late work is accepted.** All assignments are due on the dates indicated on the course calendar. No exceptions. If you become seriously ill or have an emergency, discuss with me via email, before or after class.

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

Separate document uploaded on ecampus.