INSTRUCTOR INFORMATION
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COURSE INFORMATION
Course Title: Composition 2
Course Number: ENGL 1302
Section Number: 83052, 83055
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: MWF 4:05-5:00 pm; TR 3:40-5:00 pm
Certification Date: February 3, 2020
Last Day to Withdraw: April 16, 2020

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 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

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
Final grades for the semester are based on the following system:

<table>
<thead>
<tr>
<th>Work Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay #1: Rhetorical Analysis</td>
<td>20%</td>
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<tr>
<td>Essay #2: Literary Analysis</td>
<td>20%</td>
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<tr>
<td>Essay #3: Research Paper</td>
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<tr>
<td>Proposal &amp; Annotated Bibliography (Research Essay)</td>
<td>5%</td>
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<td>Peer Reviews (3)</td>
<td>10%</td>
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<tr>
<td>Process (discussion boards, journal assignments, quizzes, short response papers, daily writing exercises, other low-impact assignments the instructor chooses to assign)</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Final Grade Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59 and lower

DESCRIPTION OF GRADED WORK

Homework: Homework is the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-acquired skills and knowledge and to learn necessary skills of independent study. All work – discussion boards, journal assignments, homework, quizzes, short response papers, daily writing exercises, other low-impact assignments – outside of the major essays and peer review will be counted as part of the Process of mastering college level writing.

Peer Reviews: 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 essay. I will provide a rubric for each essay assignment for the review.

On peer review day you will bring two (2) printed copies of your essay rough draft. I will distribute rough drafts and rubrics to the class for review; you should have at least 75% of your essay written for peer review. 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. Attendance is mandatory for Peer Reviews. All peer reviews are listed in the course calendar below and online.

Note: All major assignments must be submitted to Turnitin.com by 5:00 p.m. on the due date. No late work will be accepted. Missed quizzes cannot be made up. No assignment will be accepted through email.

Essay #1: Rhetorical Analysis
Length: 1000-1250 words (not including Works Cited) in proper MLA format, 12-point font, double-spaced
Source limit: One (1) source only
You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.
Draft due: Monday, February 17
Due: Monday, February 24

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay. 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 by your instructor from the reader or another essay you select with the approval of your instructor.
To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of the first two sections (“Understanding Arguments” and “Writing Arguments”) of our textbook 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), 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 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, and 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.**

Your essay should be free of grammatical and mechanical (spelling and punctuation) errors. You are required to visit The Writing Center to have all essays reviewed by one of their tutors; a receipt must be sent to me from your tutor as proof of your visit. This will be part of your participation grade.

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**Essay #2: Literary Analysis Essay**

Length: 1250-1500 words (not including Works Cited) in proper MLA format, 12-point font, double-spaced

Source limit: One (1) source only

You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.

Draft due: **Monday, March 25**

Due: **Monday, April 02**

For this essay you are going to demonstrate what you have learned in this class about literary analysis so far. You are going to pick one of the stories that we have read and write an essay that makes an argumentative point. The specific topic and the approach you use in your analysis will be up to you, but you must use the author's use of literary devices as your evidence. You may consider devices such as *plot, tone, theme, character, irony, and foreshadowing*. You are not restricted to discussing just one of these devices, and you can choose devices not mentioned here.

You should have a clear thesis statement (claim/argument) that you then support with specific evidence throughout the rest of your essay. Your evidence will come from the text itself; *you*
may not use secondary sources. This essay is not a plot summary, response paper, book report, or explication. Instead, it is a persuasive analysis in which you enlighten the work of literature you are writing about. You are expected to quote from the story and provide proper explication for those quotes. Make sure that you cite any quotes or specific paraphrases using MLA format in-text citations.

For example, if your thesis is: "The Grandmother's cat in "A Good Man is Hard to Find" is an embodiment of evil," you might consider if the author uses personification, what the physical description of the cat is meant to symbolize, and how the Grandmother's fears about the cat brushing up against the gas burners is actually foreshadowing.

What is most important is that you present your argument about the story with an argumentative thesis. Don't just list everything you've noticed about the story; make a point about it that comes from your personal interpretation, and use specific examples from the text to support your claims.

If you are having difficulty coming up with a topic, talk to me and we will try to come up with a topic you can deal with effectively.

**Audience:** You should assume that your reader is familiar with the literature you are discussing and address that reader accordingly.

**Constraints on the Essay:** You may only discuss literature that is listed in the Course Syllabus. You may discuss one or two works that we’ve read but no more than two (unless you receive permission from me to work with more than two works of literature).

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**Research Proposal**
Length: 1-2 pages
MLA format: 12-point Times New Roman font, double spaced
Due: **Monday, April 6**

This is an important moment in the research process. How well you craft your research questions will significantly influence the success of your project. You will write a brief proposal in essay format that explains your research plan. In writing this proposal, please consider the following questions:

- What is your tentative thesis/claim (overall argument, or position)?
- What are additional questions that most interest you and might help you develop your claim?
- What might be some additional ideas that might back up/support your claim (reasons)?
- What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project?

**Annotated Bibliography**
MLA format for bibliography (12-point, Times New Roman font, double-spaced)
Due: Monday, April 13

This is also an important step in the research process. Once you have identified your claim, 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.

Essay 3: Research Paper
Length: 2000-2500 words (not including Works Cited) in proper MLA format, 12-point 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.
Draft due: Monday, April 27
Due: Friday, May 8

For this assignment, you will write a research paper that examines a topic related to the readings we have done this semester. Your paper must be a critical analysis of your chosen topic, based in the appropriate theory and methodology, with summary and description kept to a bare minimum. 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.

Start with something you are interested in. Ideally you will choose some emerging idea, trend, movement, etc. that you can connect to our explorations of race, gender, and class. Or you could put a new twist on something we discussed but you feel we may have missed something critical. Or you can choose a historical approach that illuminates the underexamined influence of any of these issues. The topic is open. Whether you like it or not is virtually irrelevant as would be any attempt to convince the reader that they should or should not like the text.

Your research should be supported with a minimum of four (4) scholarly sources (only one of which can be an assigned course reading) and three (3) popular or primary sources. Chose a subject that you will be excited about, maybe something that you are fairly familiar with yet would like to know more about. For example, you might write a paper titled, “Deconstructing Bodies: The Female Midriff.” Or “Can the Rich Authentically Sing for the Poor: Borrowed Social Capital in Springsteen’s The Ghost of Tom Joad.” Or…
Your essay should effectively use primary and secondary source materials (in summary, paraphrase, and relevant quotations), and should reach logical, substantiated conclusions based on well-organized and supported claims.

There are several steps in the research production process, all of which must be completed for full credit. The component parts are the Proposal, Annotated Bibliography, Rough Draft, Peer Review, and Final Draft. While these writing assignments together represent a large portion of your grade, each step is an opportunity to address your strengths and weaknesses, and help to orient your progress throughout the process of your paper (hopefully, also helping you produce a better grade and get through the mire of procrastination!).

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**Attendance and Your Final Grade**

Because each class period consists of a mixture of class discussion, group work and quizzes, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class starts promptly. Both arriving late and leaving early may be counted as an absence.

**Each student is allowed three (3) missed class, no questions asked.** Save it for when you really need them. If a student misses four (4) classes, their final course grade will be lowered by one full letter grade. Students who miss six (6) or more classes will receive an “F” for the course. If you miss a class period, it is your responsibility to learn what you missed and retrieve any materials you may need. Absences will only be excused if you have a doctor’s note or an obituary notice from a family member.

Make friends with classmates and share notes; do not email your instructor asking if you “missed anything important” on the day you missed class; the answer is “yes”. If you are absent on a day that an assignment is due, it is still due.

**You are responsible for making sure that I have a record of your attendance. You must make sure you sign the roll sheet if you arrive late and after I have taken roll. You are responsible for keeping track of your own attendance.**

**Late Work Policy**

All work, including final drafts, must be submitted when and as required in order to successfully complete this course. There is no make-up work for quizzes or in-class assignments. If you are absent, you will receive a zero for any in-class quiz or work you miss.

**All work is due before 5 p.m. on the due dates via upload to Blackboard.**

**LATE WORK WILL NOT BE ACCEPTED.**
OTHER COURSE POLICIES

Participation
This class is concerned with thoughtful, written responses to great works of literature, therefore discussion is a very important component of the course, and forms a portion of your grade. To ensure that you are prepared for discussion please read all assigned readings before class begins, take notes on anything in the reading that is interesting, strange, confusing, or that just stands out to you, and be prepared to share these ideas with your fellow classmates. **You are expected to make at least one relevant statement or ask one question in each class meeting.**

The participation grade includes preparation for the day’s readings: the readings listed on the syllabus will be discussed in class, and therefore should be read prior to the start of class.

Punctuality
Three (3) tardies will result in one unexcused absence for the course. **You are tardy if you arrive more than five minutes late.** If you miss a quiz or other graded activity at the beginning of class due to tardiness, you may not make it up. I will consider you absent if you miss more than 20 minutes of class, whether at the beginning or the end of class time.

Please make sure you arrive to class on time. Continually arriving to class late will affect your participation grade. **You will be presumed absent if you arrive more than 20 minutes late to class.** Leaving class before the class is finished will also count as an absence.

Class Participation and Professionalism
Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings and prior research and/or study when responding orally in class, and please be prepared to back up any points you make with textual evidence.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or phones for activities not directed by the instructor. This class focuses on teaching you how to analyze literature and articulate that analysis in writing. Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. **Classes may discuss issues that require sensitivity and maturity; however, racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate and will not be tolerated.** Disruptive students will be asked to leave and may be subject to disciplinary action.

Please introduce yourself to your colleagues. If you miss class, contact one of your colleagues to ask what you missed. Do not email the professor asking whether the class “did anything important” on the day you were absent; the answer is always going to be yes.

Classroom Etiquette
Turn off or silence and store all cell phones, laptops, and other electronic devices before the start of class. We will use technology in class nearly every week; however, please refrain from social
media or other online distractions during class. If your cell phone rings during class and it is an emergency, please step outside, and return, with the least amount of distractions.

This class is based in 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. Aggressive or insulting behavior will result in your removal from class and possible disciplinary actions by the College.

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 meeting.

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
Spring 2018 Assignments & Academic Calendar
Course syllabus, requirements, and calendar are subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Jan 21</td>
<td><strong>Introduction to the Course</strong>&lt;br&gt;Course Syllabus and class expectations&lt;br&gt;Diagnostics Essay</td>
<td>Diagnostic writing (eCampus)</td>
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<td>Jan 27</td>
<td><strong>Unit 1: Critical Reading and Analysis</strong>&lt;br&gt;Chapter 1, “Writers and Their Sources”&lt;br&gt;Chapter 2, “Responding Critically to Sources”&lt;br&gt;Basics of writing: organization, development, style, and thesis&lt;br&gt;Plagiarism tutorial and post-test at <a href="http://lib.usm.edu/plagiarism_tutorial.html">http://lib.usm.edu/plagiarism_tutorial.html</a></td>
<td>Discussion board due Jan 29</td>
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<td>Feb 3</td>
<td><strong>Unit 2: Understanding Arguments</strong>&lt;br&gt;Chapter 3, “Understanding the Basics of Argument”&lt;br&gt;Chapter 4, “Writing Effective Arguments”&lt;br&gt;Inference, Interpretation, and Opinions&lt;br&gt;Introduction to Essay #1: Rhetorical Analysis</td>
<td>Journal response due Feb 5</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Readings</td>
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<td>Feb 10</td>
<td>Understanding Arguments</td>
<td>Chapter 5, “Reading, Analyzing, and Using Visuals and Statistics in Argument”</td>
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<td>Articles (eLearning):</td>
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<td>• Sarah Garland, “When Class Became More Important to a Child’s Education Than Race”</td>
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<td>• Hayley Krischer, “Everyday Sexism in a ‘Post-Feminist’ World”</td>
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<td>• Sam Wineburg, “Undue Certainty”</td>
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<td>• Alia Wong, “Lessons From McGraw Hill: The Eurocentric Influence on History Textbooks and Classrooms</td>
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<td>Bring two (2) printed copies of Essay #1 to class.</td>
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<td>Feb 24</td>
<td>Unit 3: Understanding Literary Arguments</td>
<td>Appendix “Understanding Literature” p. 525-667 Close Reading &amp; Deconstructing a Text</td>
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<td>Readings (eLearning):</td>
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<td>• Guy Marpassant, “The Jewelry”</td>
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<td>• Robert Browning, “My Last Duchess”</td>
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<td>• Kate Chopin, “The Yellow Wallpaper”</td>
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<td>Mar 2</td>
<td>Making Literary Arguments</td>
<td>Chapter 7, “Definition Arguments” Introduction to Essay #2 Quote, Paraphrase, and Summary</td>
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<td>Readings:</td>
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<tr>
<td></td>
<td></td>
<td>• William Faulkner, “A Rose for Emily”</td>
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<td>• Graham Greene, “The Destructors”</td>
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<td>Mar 9</td>
<td>Writing Literary Arguments</td>
<td>How to Read and Write about Literature Readings:</td>
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<td>• Joyce Carol Oates, “Where Are You Going? Where Have You Been?”</td>
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<td>• Flannery O’Connor, “A Good Man is Hard to Find”</td>
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<td>• John Steinbeck, <em>Of Mice and Men</em></td>
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<td>Mar 16</td>
<td>SPRING BREAK</td>
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| Mar 30 | **Unit 4: The Researched and Formally Documented Argument**  
Considering the Research  
Chapter 11, “Presenting Proposals: The Problem/Solution Argument”  
Introduction to Essay #3 | Essay #2  
due Apr 2 |
|--------|-------------------------------------------------------------------------------------------------|-------------|
| Apr 6  | **Writing a Proposal and Annotated Bibliography**  
Chapter 12, “Locating, Evaluating, and Preparing to Use Sources”  
Using sources to support your argument: Ta-Nehisi Coates, “The Case for Reparations” | Research Proposal  
due Apr 8 |
| Apr 13 | **Unit 5: Academic Research**  
Considering the Research  
Chapter 13, “Writing the Researched Essay” | Annotated Bibliography  
due Apr 15 |
| Apr 20 | **Considering the Research**  
Chapter 9, “The Position Paper: Claims of Value”  
Chapter |  |
| Apr 27 | **Considering a Researched Argument**  
Chapter 14, “Formal Documentation: MLA Style, APA Style”  
Course Evaluation | Peer Review:  
Essay #3  
due Apr 29 |
| May 8  | **Writing a Researched Argument**  
Course wrap-up | Essay #3  
due May 8 |

Note: Course Calendar subject to change at professor’s discretion.