Instructor Information
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Office Hours: MW 10:00 AM-12:00 PM; T 9:45-10:45 AM
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Delivery: Flex term meets January 21-February 28, 2020

Note: This short term class runs just 8 weeks, which means we will do the equivalent of a full semester in roughly 1/3 of the usual time. You should be prepared to work at an accelerated pace and to do a lot of reading and writing each day. The reading & writing load for this course is heavy. Take notes as you would in a traditional class. You are held accountable for comprehending all the information in this syllabus & all the materials in this course. Give yourself ample time to read and respond to the materials and to adhere to due dates.

Course Information
Course Title: Composition 2
Course Number: ENGL 1302
Section Number: 83414
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: N/A
Certification Date: February 3, 2020
Last Day to Withdraw: April 16, 2020

Required Course Materials
None
**Course Prerequisites**

Prerequisite Required: College level ready in Reading and Writing.

**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**

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>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism &amp; Thesis Exercise</td>
<td>5%</td>
</tr>
<tr>
<td>Journal Responses (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Essay Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Draft (10%) &amp; Peer Review (5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Revised Essay</td>
<td>25%</td>
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**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**

**Course Assignments**

During this short term, we will work on assignments that build upon and end with a persuasive academic research essay: a proposal, an annotated bibliography, a rough draft, and a final revised essay. Each week’s work contributes to the next week’s. So from the beginning of the course, you should choose your topic wisely. Make sure you can obtain academic sources from the RLC online library databases.
All major assignment descriptions may be found on ECampus. Journal Responses and Discussion Board assignment descriptions may be found below.

**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)

**NOTE on CLARITY and GRAMMAR:** Everything that you write for this class should be done with care. This means that I expect you to: write in complete sentences; express your ideas clearly and concisely; offer specific details and examples; cite your sources, and use grammatically correct prose. Pay attention to detail and always proofread your work.

**NOTE on Course/Assignment Design:** Each weekly assignment builds upon the previous one. What that means is that you will choose a topic and create an argument (thesis). You will use the same topic and build upon it from week to week. You begin with the proposal. Then you will move to the annotated bibliography, the essay draft, and the revised essay. **Choose your topic wisely. Make sure that you can find academic/scholarly research that supports your topic.** For purposes of this class, “academic research” means sources generated from the RLC online library databased and/or RLC library books or EBooks. Any other sources (ie. from Google searches, etc.) will not count, and you will earn a zero. **You may write on any topic except abortion, gun control, or marijuana.**

**Class Etiquette, Student Requirements, & Instructor Expectations**

- Read and review all course assignments. Take notes. Finish work on time.
- Participate
- Commit to attendance and assignments
- Take notes in class
- Listen carefully
• Study
• Come to me with problems, if any
• Do not ask for special treatment (ie. assignment extensions, exceptions, extra credit, etc.)
• Respect me and your fellow students
• DO NOT PLAGIARIZE; come to me for help instead
• For more information on expectations of college students, please review the ECampus handout in our course, “Succeeding as a College Student: Understanding the Difference Between Teachers & Professors.”

PLEASE NOTE: IF, FOR SOME REASON, YOU CANNOT OR WILL NOT ACTIVELY ENGAGE IN THESE STUDENT REQUIREMENTS, OR DO NOT AGREE WITH CLASS POLICIES, IT IS YOUR CHOICE TO DROP THE COURSE WITHIN THE ALLOTTED TIMEFRAMES AND SEEK ANOTHER.

Attendance
You maintain attendance by submitting required assignments. Any issues regarding attendance must be brought to my attention immediately.

Carefully follow the essay descriptions and grading rubrics (found on E-Campus).

ECampus Usage Requirement:
With few exceptions, all assignments and essays MUST be submitted electronically through e-Campus. This is a course requirement and it is not optional. If you do not have a personal computer with reliable internet service, please make arrangements to use an alternative one. This includes RLC’s student computer lab services. If E-Campus is down, I am always notified. If you are having problems with posting an assignment, alternatively, please email it to me by the cut-off time. I will only accept emails from RLC accounts.

E-Campus Directions:
1. Go to www.rlc.dcccd.edu
2. Click eCampus link (upper right)
3. If it is your first time to log in to eCampus, find the "Login Here" box. Type an "e" followed by your seven-digit Student ID# for BOTH the
USERNAME and the PASSWORD. You will be immediately prompted to change your password. The eCampus login is NOT the same as the eConnect login. If you still cannot log in, please contact Technical Support on the web or by phone at 1-866-374-7169 or 972-669-6402.

Late Policy
Late assignments are not accepted.

Extra Credit
None offered

Assignment Reviews
I can review any writing assignment and provide feedback before you submit the assignment for grading; however, I must receive your writing assignment draft via email and no later than two days before the assignment is due. Otherwise, I will not have time to review your assignment. I will review a writing assignment ONE time. You may submit ONE writing assignment ONE time during a week. Please note: my comments and suggestions are not exhaustive. I will point out major areas that might need work, but following my advice does not guarantee that you will earn an “A.”

Grade Disputes
Any grade dispute must be initiated no later than 3 working days after the grade posting. If you disagree with my evaluation of an assignment and the grade I have assigned, I am always willing to discuss it with you and to reevaluate my assessment. I will ask that you do two things before we talk:

1. Take the time to carefully read and consider the rubric scores with comments and to reread your paper.
2. Define the specific reasons that you feel that your essay deserves a different grade. Then, we will be able to discuss and evaluate the essay together.

Academic Dishonesty, Plagiarism, and Recycling Writing Assignments
All essays will be submitted through SafeAssign, a service that checks for plagiarism (this is not optional). Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, recycling your writing
assignments from another class, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct. Any forms of Academic Dishonesty may result in an automatic “F” in the course and will be officially reported to the Office of the Vice President of Student Learning. http://www.richlandcollege.edu/conduct.

Disclaimer
This is a college composition course; therefore, we may be reading and having discussions on topics in our society that may create controversy (ie. issues that are racial, political, sexual, religious, etc.). That is simply a reality of the world in which we live. As your professor, my purpose is not to indoctrinate you to my personal beliefs or to cause you discomfort but, rather, to challenge you to examine yourselves in the complex, and sometimes disturbing, issues in society and (ultimately) to arrive at your own truths.

Help with Writing:
• The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. More info online at: http://www.richlandcollege.edu/writing/
• The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. No appointment is necessary. Ask your instructor about the current the schedule, or see the schedule on the door of B228.
• Additional help is available on-line at: http://www.owl.english.purdue.edu
• When you utilize either the Writing Center or English Corner for assistance, insure that you bring:
  o 1. Your draft; 2. Your essay description

Schedule Disclaimer
The instructor reserves the right to amend this syllabus as necessary. The instructor reserves the right to amend this syllabus and/or the course calendar as necessary. Thank you for your attention. Let’s make this a great semester!

Journal Assignment Instructions
Every other week, you will be asked to read or review material I selected and submit a short response. I am not looking for a summary of the material; rather, I am looking to see your engagement and understanding of
the video by your comments. A good place to start would be to simply determine whether you liked/disliked/agreed/disagreed with a portion of the video, then to elaborate on your judgment by explaining why you responded in this way. Review the material that I selected for you in the module. Please use one of the following approaches:

1. Approach #1: Personal Reaction (Paragraph format)
   A. Complete one of the following statements by referring to a portion of the video.
      1. “I was struck by______________”
      2. “I was confused by______________”
      3. “I was surprised by______________”
      4. “I was (something else) by_____”
   B. Include your quotation or paraphrase from the video with citation. (Note: This is an example of a correct in-text citation for a media source). If you decide to quote, you may only use one line of quoted material from the source. Otherwise, paraphrase and provide your in-text citation(s).
   C. Explain how your thoughts relate to the source material that you chose.
   D. Provide a Works Cited for your source.

2. Approach #2: Parallel Story (Paragraph Format)
   A. Tell your own personal story that was triggered by the reading.
   B. Include your quotation or paraphrase from the video with citation. (Note: This is an example of a correct in-text citation for a media source). If decide to quote, you may only use one line of quoted material from the source. Otherwise, paraphrase and provide your in-text citation(s).
C. Include events and experiences that were either similar to or different from the reading, and explain how your story and the reading are related to each other.

D. End your paragraph by stating the theme/moral/lesson learned from your story.

E. Provide a Works Cited for your sources. For assistance, review MLA Handout

3. Approach #3: Double-Entry Journal (Questions & Answers)

A. Create two separate columns on your page.

B. In the left column, keep a running list of “what,” “why,” “who,” etc. questions that occur to you as you are reviewing the video.

C. When you are finished with your questions, go back to the top of your list and answer your questions as completely as you can in the right column. (If you don’t know the answer, take a guess!)

D. Include a quotation or paraphrase from the video with in-text citation ie. (Doxy). (Note: This is an example of a correct in-text citation for a media source). If decide to quote, you may only use one line of quoted material from the source. Otherwise, paraphrase and provide your in-text citation(s).

E. End your response with a significant discovery about the video (“I discovered that_____________”)

F. Provide a Works Cited for your sources.

Discussion Board Instructions
Every other week, you must submit one Discussion Exercise and at least two Participation Responses to your classmates on the Discussion Boards. I will provide the discussion prompt. Discussion Exercises must be posted no later than Wednesdays before midnight. Discussion Exercises posted later than Wednesdays will earn a “0.” Discussion Boards end on Fridays before midnight. Once you submit your discussion exercise, you will be able to view other students’ posts.
ALL DISCUSSION EXERCISES AND PARTICIPATION RESPONSES ARE SUBJECT TO SAFEASSIGN AND PLAGIARISM PENALTIES. Thus, come up with your own original ideas and written responses. If you use a source, make sure to include in-text citations and a Works Cited.

1. Part One--Discussion Exercise: Due no later than Wednesdays by 11:55 PM. Late posts will earn the grade of “0.” Follow the instructions in my prompt. Answer in at least 100 words.
2. Part Two--Participation Responses: You must respond to at least two of your classmates’ discussion exercises. Each response must consist of at least 50 words. The point is to try to engage in a critical discourse. It is okay if you are not necessarily “right” in your response; however, the point of the discussion and participation is to do your best, have fun, and work in a collaborative fashion. Make sure and use proper netiquette. Employ the proper rules of spelling, grammar, and punctuation in all of your posts.
### Week 1: Module 1 Choosing a Topic and Research

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>W 1/22</strong></td>
<td><strong>Discussion Board #1 Exercise Due</strong>  &lt;br&gt;Continue Researching an Arguable Topic  &lt;br&gt;Continue Discussion Board Responses</td>
</tr>
<tr>
<td><strong>Th 1/23</strong></td>
<td>Continue Researching an Arguable Topic  &lt;br&gt;Continue Discussion Board Responses</td>
</tr>
<tr>
<td><strong>F 1/24</strong></td>
<td>Continue Researching an Arguable Topic  &lt;br&gt;<strong>Discussion Board #1 Responses Due</strong>  &lt;br&gt;<strong>Plagiarism Exercise Due Before 11:55 PM</strong>  &lt;br&gt;<strong>Thesis and Reasons Exercise Due Before 11:55 PM</strong></td>
</tr>
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### Week 2: Module 2 Academic Research Essay Proposal

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td><strong>T 1/28</strong></td>
<td>Assignment: Continue Research &amp; Draft Proposal  &lt;br&gt;Assignment: Continue Journal #1 Assignment</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
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<td>------------</td>
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</tbody>
</table>
| W 1/29     | Assignment: Continue Research & Draft Proposal  
Assignment: Continue Journal #1 Assignment |
| Th 1/30    | Assignment: Continue Research & Draft Proposal  
Assignment: Continue Journal #1 Assignment |
| F 1/31     | **Journal Assignment #1 Due Before 11:55 PM**  
**Academic Research Essay Proposal Due Before 11:55 PM** |

**Week 3:**  
**Module 3:** **Academic Research Essay Annotated Bibliography**

<table>
<thead>
<tr>
<th>Date</th>
<th>Review</th>
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| M 2/3      | Structural Components of an Academic Essay PPT  
RLC Library: Argumentative & Persuasive Assignments  
Making Research Work for You PPT  
MLA Documentation PPT  
MLA In-Text Citations Handout  
MLA Works Cited Handout  
Discussion Board #1 |
| T 2/4      | Plagiarism PPT  
Academic Essay Annotated Bibliography Assignment Description  
Academic Essay Annotated Bibliography Grading Rubric  
Academic Essay Annotated Bibliography PPT  
Academic Essay Annotated Bibliography Sample Assignment  
Discussion Board #1 |
| W 2/5      | **Discussion Board #2 Exercise Due**  
Begin Drafting Annotated Bibliography |
| Th 2/6     | Assignment: Continue Drafting Annotated Bibliography  
Assignment: Continue Journal #1 Assignment |
| F 2/7      | **Discussion Board #2 Responses Due Before 11:55 PM**  
**Academic Research Essay Annotated Bibliography Due Before 11:55 PM** |

**Week 4:**  
**Module 4:** **Academic Research Essay Draft**

<table>
<thead>
<tr>
<th>Date</th>
<th>Review</th>
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</thead>
</table>
| M 2/10     | Organizing Your Argument PPT  
Academic Research Essay Assignment Description  
Academic Research Essay Grading Rubric  
Academic Research Essay Sample Assignment  
Academic Research Essay Draft & Peer Review Handout  
Discussion Board #2 |
| T 2/11     | Assignment: Begin Drafting Academic Research Essay  
Assignment: Continue Journal #2 |
| W 2/12     | Assignment: Continue Drafting Academic Research Essay  
Assignment: Continue Journal #2 |
| Th 2/13    | Assignment: Continue Drafting Academic Research Essay |
| F 2/14     | **Journal #2 Due Before 11:55 PM**  
**Please Note: Academic Research Essay Draft Due on Wiki Board (Module 5) by Monday Before 11:55 PM** |

**Week 5:**  
**Module 5**  
**Academic Research Essay Draft (cont.)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 2/18</td>
<td>Assignment: Continue Peer Reviews on Wiki Board Assignment: Continue Discussion Board #2</td>
</tr>
<tr>
<td>W 2/19</td>
<td>Discussion Board #3 Exercises Due Before 11:55 PM Assignment: Continue Peer Reviews on Wiki Board</td>
</tr>
<tr>
<td>Th 2/20</td>
<td>Assignment: Continue Peer Reviews on Wiki Board Review: Discussion Board #2</td>
</tr>
<tr>
<td>F 2/21</td>
<td>Peer Reviews Due on Wiki Board Before 11:55 PM Discussion Board #3 Responses Due Before 11:55 PM Reminder: Final Revised Academic Research Essays Due on Wednesday</td>
</tr>
<tr>
<td><strong>Week 6:</strong> <strong>Module 6</strong></td>
<td>Academic Research Essay Revision</td>
</tr>
<tr>
<td>M 2/24</td>
<td>Review: Revising Essays PPT Assignment: Begin Revising the Draft</td>
</tr>
<tr>
<td>T 2/25</td>
<td>Assignment: Continue Revising the Draft</td>
</tr>
<tr>
<td>W 2/26</td>
<td>Assignment: Final Revised Academic Research Essay Due by 11:55 PM Congratulations on Completing the Course! 😊</td>
</tr>
</tbody>
</table>