



# ENGL 1302.008 – English Composition II – F2F

Course Syllabus: Spring 2020

*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”*

**Instructor: Dr. Melinda Bobbitt**

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| Office | Monday    | Tuesday   | Wednesday | Thursday  | Friday     | Online |
|--------|-----------|-----------|-----------|-----------|------------|--------|
| Hours  | 1:30-3:00 | 1:30-3:00 | 1:30-3:00 | 1:30-3:00 | 8:00-12:00 |        |

*This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.*

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

### Course Description:

3 credit hours.

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.

**Prerequisite(s):** ENGL 1301 or its equivalent.

### Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic <sup>[[SEP]]</sup>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 <sup>[[SEP]]</sup>action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, <sup>[[SEP]]</sup>MLA, etc.)

### Evaluation/Grading Policy:

|  |                        |                      |          |
|--|------------------------|----------------------|----------|
| Participation                            | <b>300 pts.</b>        | <b>900 and above</b> | <b>A</b> |
| Three Papers (100 pts each)              | <b>300 pts.</b>        | <b>800-899</b>       | <b>B</b> |
| Presentation (100 pts)                   | <b>100 pts.</b>        | <b>700-799</b>       | <b>C</b> |
| Weekly Assignments ( <b>Blackboard</b> ) | <b><u>300 pts.</u></b> | <b>600-699</b>       | <b>D</b> |
| <b>Total</b>                             | <b>1000 pts</b>        | <b>Below</b>         | <b>F</b> |

### Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentations within one week of due date.
- Quizzes and Participation grades will usually be updated within one week, but the final total with any extra credit will be entered by finals period.

**Required Instructional Materials:**

*Everyone's An Author, (MLA 2016 Edition)*

**Publisher:** Norton's

**ISBN Number:** ISBN 978-0-393-91201-2

Additional Readings online

**Optional Instructional Materials:**

A Flash Drive and WEPA card

**Minimum Technology Requirements:**

The class requires access to a computer with access to Blackboard and Word (Note: all computers available in the LRC are sufficiently equipped to complete class assignments if you do not have access to one at home.)

**Required Computer Literacy Skills:**

Basic Word Processing and Email skills

**Course Structure and Overview:**

This is a sixteen-week face-to-face ENGL 1302. The class is focused on hands-on writing activities and the process that it takes to achieve them. Formal hour-long lectures are rare; hour-long writing sessions and discussions are not. In face-to-face classes, students will learn to compose, research, draft, and revise five formal papers, including a formal research paper and presentation. In class meetings will be reserved for lecture, discussion, writing activities, and practice as well as presentations. In class participation is an essential element in this course. Each student will be expected to participate in all activities which occur in class. These activities are designed to sharpen skills and provide tools for use in this and other classes. Participation in these activities directly affects the student's grade at the end of the semester.

Out of class, students are expected to complete all the readings (chapters, online readings, or handouts), finalize all papers, and complete all assignments by deadline.

**YOU CANNOT PASS THIS COURSE WITH OUT COMPLETING THE RESEARCH PAPER!**

**Assignments:**

**Participation:** This part of the course is primarily done through discussion and completion of in-class activities.

**Quizzes:** I give two types of quizzes: reading quizzes and attendance quizzes with the opportunity for extra credit connected to them. Regardless of the type of quiz, it will never be more than five questions, and it will be completed within ten minutes, but may come at the beginning, middle or end of class.

**Weekly Assignments:** The primary "weekly assignment" will be steps to generating the essay in progress at the time, but they may also include short writings over the readings for the class or practice over specific skills necessary for good writing like comma reviews or thesis development. More than half of them will be written in-class.

**Papers:** In class, we will be following the writing process from brainstorming to drafting to peer to reviewing to revision for five papers. Four of those papers will be turned in (with all drafts included) for 100 points each. The final paper will be a limited "research" project, which will also be created through the writing process, but in addition to the paper and its drafts, you will also be required to make a formal in-class presentation of results you discovered during the process. That paper, like the others, will be worth 100 points.

**Presentation:** As a result of the research project connected to the final paper of the semester, you will be expected to give the class a presentation of your findings. This is NOT reading the paper that you composed; it is highlighting the aspects of the research from which you believe your audience will learn the most. It is worth 100 points.

**Journal:** You will be required to keep a research journal for the duration of the class. A journal is a place for you to explore ideas and experiment with concepts. In addition to in-class activities that we will place in the journal, you will be expected to write entries on your own leading to the research paper.

**Communications:**

**EMAIL (preferred contact):** Check your NTCC email EVERYDAY. Email is the official form of communication used here at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours during normal waking hours.

**TEXT MESSAGING:** I do not give my private phone number to students.

**PHONE:** The phone number at the top of the syllabus is to my campus office. I will only access and return messages to that number during my stated office hours.

**Institutional/Course Policy:**

**Preparation:** While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. Read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

**Attendance:** Attendance is mandatory. We meet only twice a week, and everything we do builds upon the days or weeks before, so it is very easy to fall behind if you miss. If you acquire five **unexcused** absences for whatever reason you receive them, you will receive a failing grade for the course. You cannot miss two and a half weeks of the course and expect to have truly mastered the subject matter.

Keep in mind, even if an absence is excused, your class participation grade will suffer, especially as no work missed may be made up. The class will be moving forward with the syllabus, and it is your responsibility to ask classmates for notes and follow the exercises in the book to keep up with the class.

**NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

**Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (Note: instructor reserves the right to make adjustments to this timeline at any point in the term):**

**Schedule:** You should have read everything scheduled before you get to class. Readings on argument are from the textbook. Other examples will be found in the Blackboard section for this class or given via Handout.

**Week 1:** A) **MLK Holiday—No Class** / B) Introductions

**Week 2:** A) Writing Sample  
B) Writing Sample Discussion, Review Chapters 1-4, p. 1-52

**Week 3:** A) Research Paper Project Brainstorm and Planning, Chapters 19, p. 445-454  
B) Fiction Introduction, Read “The Story of an Hour” (Bb)

**Week 4:** A) “Popular Mechanics” & “The Lottery” (Bb)  
B) Read Chapter 20, p. 455-484 & **Paper #1 Writing Sample Revision Due**

**Week 5:** A) “A Rose for Emily” (Bb)  
B) Chapters 21 & 22, p. 484-499 & **Research Paper Topic Confirmation**

**Week 6:** A) **Paper #2 Fiction Due for Peer Review &**  
B) Chapters 23-26, p. 500-534

**Week 7:** A) Poetry Introduction (Bb)  
B) Selected Poems & **Paper #2 Fiction Due**

**Week 8:** A) Selected poems (Bb) / B) **Paper #3 Poetry Due for Peer Review**

**Week 9: Spring Break (Begins March 16)**

**Week 10:** A) Dramatic Introduction & *Hamlet* (Bb) Act I  
B) Act II & III & **Paper #3: Poetry Due**

**Week 11:** A) *Hamlet* IV & V

**Week 12:** A) Film

**Week 13:** A) Drama Paper Organization  
B) **Paper #4 Drama Due for Peer Review**

**Week 14:** A) **Annotated Bibliography Due**  
B) **Paper #4: Drama Due**

**Week 15:** A) Research Project Work  
B) **Research Project Revision Due for Peer Review**

**Week 16: A) Presentations (Research Journal Due)**

**Finals (Begin May 11): Make-Up Presentations /**

### **Fiction Paper Assignment**

Choose one or more of the stories we read for class about which to write a cohesive essay.

Choose one or more literary terms to discuss within the work(s).

Create an analytical thesis on the significance of the literary term to the work under consideration.

Write an essay in which you use the work(s) as supporting evidence to explain your thesis. Be sure to use the appropriate literary terms and their definitions to relay your conclusions to the audience.

The paper must be a minimum of 1000 words and use specific supporting evidence from at least one of the works from the short story unit.

You may NOT re-use the Alligator River Story.

### **Poetry Paper Assignment**

Choose one or more of the poems available.

Decide which literary terms are necessary in order to understand the poem.

Create an analytical thesis about the poem.

Write an essay in which you explain to an uninformed reader what the poem means and which literary/poetic techniques were used to relay that meaning to you.

If you choose to compare the poem to the writer's life, make sure you have supporting evidence for how you know that poet's life. And, if you use such support, make sure you document it appropriately.

Be sure to define terms and use specific supporting evidence from the poem(s) in question.

The paper must be a minimum of 1000 words and use specific supporting evidence.

### **Drama Paper Assignment**

Choose one or more 'modern' adaptations of *Hamlet*.

Using *Hamlet* and at least one or more adaptations of the play, write an essay in which you explain to an uninformed reader what the drama was about and why it is relevant to a modern audience.

Be sure to use the appropriate literary/poetic terms when discussing the drama.

If you choose to compare the drama to something outside class materials, please provide proper documentation and explanations of that work.

The paper must be a minimum of 1000 words and use specific supporting evidence.

### **Research Paper Assignment**

To fulfill the Texas State Requirements for 1302, you must complete a fully documented research paper.

For our purposes, you will write an essay that is 2500-5000 words (approx. 7-10 pages) with at least FIVE independent sources used and documented appropriately in MLA handbook styles.

For your topic: Examine and explain how a "text" changed the world.

In order to do the research project, you will need to complete and document the following steps in your research journal.

Each step must be initialed by the professor on or before the due date detailed in the syllabus, and the entire journal will be turned in on or before your final's period.

## Journal Steps (Keep this in your journal)

- 1.) Explore your three top choices by doing preliminary research to see what is available online or in the NTCC library by \_\_\_\_\_ ( )

Write a brief analysis of at least 300 words in your journal describing the thought process involved in choosing your topic based on the options available to you for your project.

Research Topic: \_\_\_\_\_

Tentative Source List:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

- 2.) Commit to a topic (sign sheet in class) and a research plan by \_\_\_\_\_ ( )  
Create a research plan for finding, reading, and taking notes on sources, writing the annotated bibliography, drafting the paper, organizing the presentation, and completing your project. It must be at least 300 words and include both sources and time management choices.
- 3.) You must find and make use of one real book in your research. Get the book checked off by the teacher on or before \_\_\_\_\_ ( )  
The book must be on the annotated bibliography.
- 4.) Complete an annotated bibliography with at least five works on it, including your “book” from step 3. The bibliography is due on or before \_\_\_\_\_ ( )  
Include the final version of your bibliography in your journal
- 5.) You will need a draft of the research paper on \_\_\_\_\_ ( )  
Include the final version of your bibliography in your journal
- 6.) You will need the final copy of the research paper on or before \_\_\_\_\_ ( )
- 7.) You will give your presentation over your findings on \_\_\_\_\_ ( ) You will be allotted 10 minutes, including set and breakdown. You must speak for at least 3-5 minutes.
- 8.) Your “Presentation Quiz/Final” will be during the final’s period, and that will also be the last time to turn in any revisions of previous papers.

### Please Note:

You may **NOT** use **Wikipedia** as a source.

The required **Five** sources must be **SEPARATE** sources; they may not be pages from the same website.

Formal papers must be in third person.

You must follow proper MLA documentation formatting for both the Annotated Bibliography and the Paper.