



ENGL 1302.011 – English Composition II

Course Syllabus: Spring 2018

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:30- 9:20 11:00 – 12:20 & 3:00 – 3:30	8:30- 9:20 11:00 – 12:20 & 3:00 – 3:30	8:30- 9:20 11:00 – 12:20 & 3:00 – 3:30	8:30- 9:20 11:00 – 12:20 & 3:00 – 3:30		

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

Prerequisite: ENGL 1301 or its equivalent.

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.

Required Textbook(s):

Readings will be delivered online. No textbook required.

Recommended Reading(s):

Recommended Readings are located in the Schedule on Blackboard.

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.)

Lectures & Discussions:

Class participation is an important expectation of this course. Students are expected to actively participate. Participation will be graded. Five absences will result in an F for your final grade. This is not negotiable.

Evaluation/Grading Policy:

Discussions In Class/Online - Small Project	30%
In Class Writing	10%
Assignments	30%
Final Project	30%
(Rough draft-Peer Edit/Review, Outline, Thesis Statement, Research Journal and Final Paper, Video Essay)	= 100%

EVALUATION CRITERIA FOR ESSAYS

Grade Criteria 90-100 The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct. 80-89 The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct. 70-79 The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled. 60-69 The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems only because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often. Below 50 The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.

Tests/Exams:

Project Presentation serves as the Final Exam.

Assignments:

See Blackboard.

Other Course Requirements:

- Participate in the course activities.
- Read all of the textbook assignments.
- Complete the assignments for each of the lessons.
- Participate actively and meaningfully in all discussions.
- Prepare and submit all writing assignments.

Student Responsibilities/Expectations:

Late work is not accepted. You must be active in the course. Five absences will result in an F for your final grade. This is not negotiable. If you are 15 minutes late or more, you will not be allowed to sign in, will be counted absent, but may still participate in class activities.

Other Course Policies:

If there is a problem that I should know about, contact me immediately. Do not wait several days, by that time, I may not be able to help. Be proactive.

English Departmental Attendance Policy:

In keeping with the English Department's belief that students who attend and participate will better succeed in class and life, the Department has decided upon the following mandatory attendance policy: If a student accumulates five absences in a face-to-face class or three absences from hybrid class, the student will receive a grade of F for the course.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

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 Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

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.